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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

Oregon Early Learning and Kindergarten Guidelines

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

This document details the alignment of the **Oregon Early Learning and Kindergarten Guidelines.** 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.






Oregon's Early Learning and Kindergarten Guidelines	Experience Early Learning Developmental Continuum
Approaches to Learning	
Emotional and Behavioral Self-Regulation	
Goal 1: Child manages emotions with increasing independence. P-ATL1	
Age 3 Begins to manage less intense emotions, such as mild frustration, independently. May require a trusted adult's support to manage more intense emotions.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
Age 4–5/Not Yet in Kindergarten Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
By Entry to Kindergarten Expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. Often looks for adult assistance when emotions are most intense. With the support of an adult, uses a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.

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By End of Kindergarten Often expresses emotions in ways that are appropriate to the situation according to their life experience and cultural beliefs. Checks in with an adult when emotions are most intense. With the occasional support of an adult and/or peer, is able to use a range of coping strategies to manage emotions, such as using words or symbols or taking deep breaths.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
Goal 2: Child follows rules and routines with increasing independence. P-ATL2	
Age 3 When supported by a trusted adult, follows simple established rules and routines (with occasional reminders), such as hanging up their coat or sitting at the table.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support. **SS 2a Civics & Economics: Follows rules, limits and expectations** 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.
Age 4–5/Not Yet in Kindergarten With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
By Entry to Kindergarten Often demonstrates awareness of established rules, when asked, and is able to follow these rules most of the time.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition.

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Follows most routines, such as putting away their backpack when entering the room or sitting on the rug after outside time. Responds to signals when transitioning from one activity to another.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
By End of Kindergarten Demonstrates awareness of established rules, when asked, and is able to follow these rules with regularity. Follows routines with regularity, such as putting away their backpack when entering the room or sitting on the rug after outside time. Consistently responds to signals when transitioning from one activity to another.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. SED 2b.6 Transitions from one activity to the next and helps others through the transition. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Goal 3: Child appropriately handles and takes care of materials. P-ATL3	
Age 3 With trusted adult support, handles materials, such as putting them where they belong.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Age 4–5/Not Yet in Kindergarten Usually handles, takes care of, and manages materials, such as using them in appropriate ways.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
By Entry to Kindergarten Often handles materials appropriately during activities. With minimal adult support, cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.

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By End of Kindergarten Consistently handles materials appropriately during activities. Independently cleans up and puts materials away appropriately, such as placing blocks back on the correct shelf or placing markers in the correct bin.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Goal 4: Child manages actions, words, and behavior with increasing independence. P-ATL4	
Age 3 Manages own actions, words, and behavior with frequent support from a trusted adult, such as reminders to use gentle touches and friendly words.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Age 4–5/Not Yet in Kindergarten Manages own actions, words, and behavior with occasional support from a trusted adult.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
By Entry to Kindergarten Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from an adult. Often manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time Often waits for their turn, such as waiting in line to wash their hands or waiting for their turn on a swing. Often refrains from aggressive behavior towards others.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **SS 2a Civics & Economics: Follows rules, limits and expectations**

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Begins to understand the consequences of behavior, such as spilling water on the floor means you will have to clean it up. Can describe the effects their behavior may have on others, such as noticing that another child.	SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
By End of Kindergarten Demonstrates control over actions and words in response to a challenging situation with increasing frequency. Consistently manages behavior according to expectations. Waits for their turn with increasing frequency. Consistently refrains from aggressive behavior towards others. Understands the consequences of behavior with increasing frequency.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Cognitive Self-Regulation (Executive Functioning)	
Goal 1: Child demonstrates an increasing ability to control impulses. P-ATL5	
Age 3 When directly supported by a trusted adult, frequently engages in impulsive behaviors, but inhibits them.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Age 4–5/Not Yet in Kindergarten	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.

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Sometimes controls impulses independently and may self-sooth, while at other times needs support from a trusted adult.	SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
By Entry to Kindergarten With adult guidance and support, stops an engaging activity to transition to another less desirable activity. Sometimes delays having desires met, such as agreeing to wait their turn to start an activity. Without adult reminders, waits to communicate information to a group. Sometimes refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. **LLD 2b Communication: Uses conversational skills** LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
By End of Kindergarten Frequently able to stop an engaging activity to transition to another less desirable activity. Frequently delays having desires met. Waits to communicate information to a group. Consistently refrains from responding impulsively.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.8 Applies strategies for managing own emotions and behaviors. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. **LLD 2b Communication: Uses conversational skills** LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. P-ATL6	
Age 3	**ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.

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With trusted adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	
Age 4–5/Not Yet in Kindergarten With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
By Entry to Kindergarten Frequently maintains focus on activities for extended periods of time, such as 15 minutes or more. Often engages in purposeful play for extended periods of time. With minimal support, attends to an adult during large- and small-group activities.	**ATL 1a Attention & Persistence: Attends** ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.
By End of Kindergarten Maintains focus on activities for extended periods of time. Engages in purposeful play for extended periods of time. Independently attends to an adult during large- and small-group activities.	**ATL 1a Attention & Persistence: Attends** ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.
Goal 3: Child persists in tasks. P-ATL7	
Age 3 With or without trusted adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks even when some pieces fall.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.

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Age 4–5/Not Yet in Kindergarten Frequently persists on preferred tasks. With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area.	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.
By Entry to Kindergarten With encouragement from an adult, expresses the desire to take on challenges through verbal or nonverbal means. Shows some understanding that mistakes can provide information to learn from. Sometimes completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. Sometimes returns with focus to an activity or project after having been away from it.	**ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. ATL 1b.6 Persists on a challenging activity independently.
By End of Kindergarten Takes on challenges through verbal or nonverbal means. Demonstrates understanding that mistakes can provide information to learn from. Often completes tasks that are challenging or less preferred despite frustration, either by persisting independently or by seeking help from a trusted adult or another child. Often returns focus to an activity or project after having been away from it.	**ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.8 Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.

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Goal 4: Child holds information in mind and manipulates it to perform tasks. P-ATL8	
Age 3 With the support of a trusted adult or peer, holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	**LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
Age 4–5/Not Yet in Kindergarten Holds an increasing amount of information in mind in order to successfully complete tasks.	**LLD 1b Listening: Follows directions** LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.
By Entry to Kindergarten Often accurately recounts recent experiences in the correct order and includes relevant details. Often successfully follows detailed, multistep directions, sometimes with reminders. Often remembers actions to go with stories or songs shortly after being taught.	**LLD 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
By End of Kindergarten Consistently and accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multistep directions, sometimes with few reminders. Consistently remembers actions to go with stories or songs shortly after being taught.	**LLD 1b Listening: Follows directions** LLD 1b.6 Follows multi-step directions given verbally. LLD 1b.7 Remembers and follows previous rules or directions given verbally. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.

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Goal 5: Child demonstrates flexibility in thinking and learning. P-ATL5	
Age 3 Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by a trusted adult, such as trying a new way to climb a structure when the first attempt does not work.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.
Age 4–5/Not Yet in Kindergarten Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
By Entry to Kindergarten Tries different strategies to complete work or solve problems, including problems with other children. Often applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet. Often transitions between activities without getting upset.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
By End of Kindergarten Often tries different strategies to complete work or solve problems, including problems with other children.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. ATL 2a.8 Demonstrates ability to fluently shift approaches within complex tasks independently.

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Engages in cooperative and collaborative tasks, activities, and projects. Consistently applies different rules in contexts that require different behaviors. Usually transitions between activities without getting upset.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.6 Transitions from one activity to the next and helps others through the transition. SED 2b.8 Adapts to new situations or routines quickly and with minimal stress. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.7 Fulfills personal roles and responsibilities when working in a group. **SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Initiative and Curiosity	
Goal 1: Child demonstrates initiative and independence. P-ATL10	
Age 3 Regularly shows initiative, particularly in interactions with trusted adult. Without adult prompting, works independently for a brief length of time.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
Age 4–5/Not Yet in Kindergarten	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.

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Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	
By Entry to Kindergarten Often engages in independent activities. Makes choices and usually communicates these to adults and other children. Usually independently identifies and seeks supplies to complete activities, such as gathering art supplies to make a mask or gathering cards to play a matching activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating scenarios to be enacted.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.6 Expresses and advocates for one's needs or personal preferences. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
By End of Kindergarten Engages in independent activities. Makes choices and effectively communicates these to adults and other children. Independently identifies and seeks supplies to complete activities or tasks. Plans a variety of play scenarios, including establishing roles for peers.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
Goal 2: Child shows interest in and curiosity about the world around them. P-ATL11	

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Age 3 With trusted adult support, seeks out new information and explores new play and tasks.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Age 4–5/Not Yet in Kindergarten Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
By Entry to Kindergarten Often expresses the belief that they can develop new skills, interests, and talents. With prompting from adult, asks questions and seeks new information. Often is willing to participate in new activities or experiences even if they are perceived as challenging. Often demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
By End of Kindergarten	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Expresses the belief that they can develop new skills, interests, and talents. Asks questions and seeks new information. Is willing to participate in new activities or experiences even if they are perceived as challenging. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.8 Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
Creativity	
Goal 1: Child expresses creativity in thinking and communication. P-ATL12	
Age 3 Responds to adults' prompts to express creative ideas in words and/or actions.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Age 4–5/Not Yet in Kindergarten With prompting from a trusted adult, communicates creative ideas and actions.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.3 With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.

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	LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
By Entry to Kindergarten Occasionally asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. With and without prompting from an adult, approaches tasks, activities, and play in ways that show creative problem solving. With and without prompting from an adult, uses multiple means of communication to creatively express thoughts, feelings, or ideas.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently. ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events. LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
By End of Kindergarten Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity. Approaches tasks, activities, and play in ways that show creative thinking and problem solving. Uses multiple means of communication to creatively express thoughts, feelings, or ideas.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.7 Imagines new ways to approach a task or discover information when obstacles are present. ATL 2a.8 Demonstrates ability to fluently shift approaches within complex tasks independently. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
Goal 2: Child uses imagination in play and interactions with others. P-ATL13	
Age 3 Uses imagination in play and other creative works	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.

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Begins to communicate creative ideas to other children and trusted adults.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Age 4–5/Not Yet in Kindergarten Develops more elaborate imaginary play, stories, and other creative works with children and trusted adults.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
By Entry to Kindergarten Engages in social and pretend play. Often uses imagination with materials to create stories or works of art. Often uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made.

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By End of Kindergarten Frequently engages in social and pretend play. Uses imagination with materials to create stories or works of art. Uses a variety of objects or materials to represent something else during play.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3a.7 Creates art to express ideas, thoughts and feelings.
Social-Emotional Development	
Senses of Identity and Belonging	
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests P-SE9	
Age 3 With the support of a trusted adult or peer, describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes.
Age 4–5/Not Yet in Kindergarten	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.

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Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
By Entry to Kindergarten Describes self using several different characteristics Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, language(s) spoken, or culture. Begins to demonstrate understanding that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.
By End of Kindergarten Describes self using several different characteristics with increased confidence. Consistently demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. Demonstrates that smartness, abilities, skills, and talents are developed through effort, hard work, and learning.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.6 Identifies own strengths and personal talents. SED 1a.8 Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.5 Describes and compares preferences of self and others.
Goal 2: Child expresses confidence in own skills and positive feelings about self. P-SE10	
Age 3 Expresses enjoyment in accomplishing daily routines and new skills and may draw trusted adult attention to these accomplishments.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **LLD 2a Communication: Uses language to express information and ask/answer questions**

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When prompted by a trusted adult, may share own ideas or express positive feelings about self.	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Age 4–5/Not Yet in Kindergarten Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.6 Identifies own strengths and personal talents. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
By Entry to Kindergarten Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Expresses own ideas or beliefs in group contexts or in interactions with others. Uses descriptive words to define self that are acceptable within the child's culture.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.7 Apply strengths to accomplish a task and exhibits pride in personal accomplishments. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
By End of Kindergarten Often shows satisfaction or seeks acknowledgment when completing a task or solving a problem. Frequently expresses own ideas or beliefs in group contexts or in interactions with others. Readily uses descriptive words to define self that are acceptable within the child's culture.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.7 Apply strengths to accomplish a task and exhibits pride in personal accomplishments. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.

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Goal 3: Child has a sense of belonging to family, community, and other groups. P-SE11	
Age 3 With the support of a trusted adult or peer, communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Age 4–5/Not Yet in Kindergarten Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
By Entry to Kindergarten Identifies self as being a part of different groups, such as family, community, team, organization, culture, faith, or preschool. Sometimes relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. **LLD 2a Communication: Uses language to express information and ask/answer questions**

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	LLD 2a.6 Explains personal thoughts about familiar people, places and events.
By End of Kindergarten Often identifies self as member of different groups, such as family, community, team, organization, culture, faith, or school. Often relates detailed personal stories about being a member of different groups. Often identifies similarities and differences about self across familiar and new environments and settings.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events.
Emotional Functioning	
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. P-SE6	
Age 3 Expresses a broad range of emotions across contexts, such as during play and in interactions with a trusted adult. Notices when strong emotions are exhibited by others and begins to use words or gestures to describe some of these emotions, such as happy, sad, or mad.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Age 4–5/Not Yet in Kindergarten	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.4 Identifies and describes personal feelings.

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Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children.	SED 1d.6 Identifies complex feelings and recognizes that they can have more than one feeling at the same time. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.5 Identifies complex feelings of others and responds accordingly.
By Entry to Kindergarten Recognizes and labels basic emotions in books, photographs, or other media images. Uses at least 3–5 words or gestures to describe own feelings, such as happy, sad, mad, or surprised. Uses at least 3–5 words or gestures to describe the feelings of adults or other children.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
By End of Kindergarten Frequently recognizes and labels a variety of emotions across different media. Frequently uses a variety of expressive words or gestures to describe own feelings. Often uses words or gestures to describe the feelings of a trusted adult or other children.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Goal 2: Child expresses care and concern toward others. P-SE7	
Age 3	**SED 3d Social relationships: Identifies and respects emotions of others**

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Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out trusted adult support to help another child who is distressed.	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Age 4–5/Not Yet in Kindergarten Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.5 Identifies complex feelings of others and responds accordingly.
By Entry to Kindergarten Sometimes makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.7 Seeks to understand and support others' feelings.
By End of Kindergarten Often makes empathetic statements or gestures to adults or other children. Offers support to adults or other children who are distressed, with increased confidence.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.7 Seeks to understand and support others' feelings.
Goal 3: Child manages emotions with increasing independence. P-SE8	
Age 3 Manages less intense emotions, such as mild frustration, independently.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

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May require trusted adult support to manage more intense emotions.	
Age 4–5/Not Yet in Kindergarten Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.
By Entry to Kindergarten Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. Looks for adult assistance when feelings are most intense. With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
By End of Kindergarten Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence. Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior. SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
Relationships with a Trusted Adult	

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Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. P-SE1	
Age 3 Engages in positive interactions with a trusted adult, such as by demonstrating affection. Separates from trusted adults when in familiar settings. Uses trusted adults as a resource to solve problems.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem.
Age 4–5/Not Yet in Kindergarten Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting. Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults.
By Entry to Kindergarten Interacts with trusted adults. Sometimes engages in positive interactions with less familiar adults, such as volunteers. Shows affection and preference for trusted adults who interact with them on a regular basis. Usually seeks help from adults when needed.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3a.7 Describes characteristics of trusted adults and seeks help when needed.
By End of Kindergarten	**SED 3a Social relationships: Develops relationships with adults**

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Interacts with adults when needed. Often engages in positive interactions with less familiar adults, such as volunteers. Often shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed.	SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. SED 3a.7 Describes characteristics of trusted adults and seeks help when needed.
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. P-SE2	
Age 3 Sometimes engages in prosocial behavior with a trusted adult, such as greeting the teacher or saying goodbye, and responds to trusted adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with a familiar trusted adult, such as saying “No” to requests, but these moments are typically resolved with support from the trusted adult.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Age 4–5/Not Yet in Kindergarten Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as being given reminders to use a quiet voice or follow directions.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
By Entry to Kindergarten	**SED 3a Social relationships: Develops relationships with adults**

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Engages in prosocial behaviors with adults, such as using respectful language or greetings. Attends to an adult when asked. Often follows adult guidelines and expectations for behavior. Often asks or waits for adult permission before doing something when they are unsure.	SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
By End of Kindergarten Engages in prosocial behaviors with adults when needed. Follows adult guidelines and expectations for behavior. Asks or waits for adult permission before doing something when they are unsure.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Relationships with Other Children	
Goal 1: Child engages in and maintains positive interactions and relationships with other children. P-SE3	
Age 3 Sometimes engages in and maintains interactions with other children without support from a trusted adult, or demonstrates skills in doing this when prompted by a trusted adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations or may engage with prompting from a trusted adult.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
Age 4–5/Not Yet in Kindergarten	**SED 3b Social relationships: Develops relationships with peers**

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Sustains interactions with other children more often and for increasing periods of time. With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. Likely to show at least some preference for playing with particular children.	SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. 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.
By Entry to Kindergarten Engages in and maintains positive interactions with other children at times. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy. Often takes turns in conversations and interactions with other children. Develops at least one friendship with another child.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **LLD 2b Communication: Uses conversational skills** LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
By End of Kindergarten Consistently engages in and maintains positive interactions with other children. Enters familiar and new social situations with other children when needed, such as suggesting something to do together, joining an existing activity, or sharing a toy. Initiates and responds to conversations and interactions with other children while attending to social cues.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **LLD 2b Communication: Uses conversational skills** LLD 2b.6 Initiates conversation with adults and peers.

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Develops and maintains friendships with other children.	LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
Goal 2: Child engages in cooperative play with other children. P-SE4	
Age 3 With the support of an adult, often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact play in a coordinated way.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. 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.
Age 4–5/Not Yet in Kindergarten Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, coordinated play periods get longer.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
By Entry to Kindergarten Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **ATL 2b Flexibility & Play: Engages in play**

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Shows a willingness to include others' ideas during interactions and play. Demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences.	ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
By End of Kindergarten Often engages in joint activities and projects, such as using coordinated goals, planning, roles, and games with rules, with at least one other child or small groups of peers. Often shows a willingness to include others' ideas during interactions and play. Often demonstrates enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences with increasing complexity.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. SED 3c.8 Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.6 Engages in social play and creates goals and scenarios that involve creative problem-solving. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. P-SE5	
Age 3 Begins to recognize and describe social problems. With trusted adult guidance and support, suggests solutions to conflicts.	**SED 4a Problem-Solving: Solves problems** SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Age 4–5/Not Yet in Kindergarten	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.

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Sometimes recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments.	SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.
By Entry to Kindergarten Often recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?” Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising some of the time. Often expresses feelings, needs, and opinions in conflict situations. Often seeks adult help when needed to resolve conflicts.	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 3a Social relationships: Develops relationships with adults** SED 3a.7 Describes characteristics of trusted adults and seeks help when needed.
By End of Kindergarten Recognizes and describes basic social problems in books, newspapers, and electronic media, such as game playing, sports, and during interactions with other children, such as “How will you share computer time?” Independently uses strategies for dealing with common conflicts, such as sharing, taking turns, and compromising. Consistently expresses feelings, needs, and opinions in conflict situations. Seeks adult help when needed to resolve conflicts.	**SED 4a Problem-Solving: Solves problems** SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one’s needs or personal preferences. **SED 3a Social relationships: Develops relationships with adults** SED 3a.7 Describes characteristics of trusted adults and seeks help when needed.

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Language and Communication	
Attending and Understanding	
Goal 1: Child attends to communication and language from others. P-LC1	
Age 3 With the support of a trusted adult or peer, shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange.
Age 4–5/Not Yet in Kindergarten Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. LLD 1a.5 Listens and understands inferred requests. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.
By Entry to Kindergarten Uses verbal and nonverbal signals to acknowledge the comments or questions of others. Shows ongoing connection to a conversation, group discussion, or presentation.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
By End of Kindergarten There is no corresponding CCSS for this goal.	—
Goal 2: Child understands and responds to increasingly complex communication and language from others. P-LC2	

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Age 3 With the support of a trusted adult or peer, understands and responds (verbally and nonverbally) to increasingly longer sentences, simple questions, and simple stories.	**LLD 1a Listening: Understands and interprets language** LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately.
Age 4–5/Not Yet in Kindergarten Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas.	**LLD 1a Listening: Understands and interprets language** LLD 1a.5 Listens and understands inferred requests. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why.
By Entry to Kindergarten Shows an ability to recall (in order) multiple step directions. Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/ What/When/ Where?” or “How/ Why?” Shows understanding of a variety of sentence types, such as multiclause, cause-effect, sequential order, or if-then. Shows an understanding of talk related to the past or future. Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations on a given topic. Children who are dual language learners may demonstrate more complex communication and language in their home language than in English.	**LLD 1a Listening: Understands and interprets language** LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. LLD 1a.7 Shows understanding about key details from information or stories shared verbally. **LLD 1b Listening: Follows directions** LLD 1b.6 Follows multi-step directions given verbally.
By End of Kindergarten Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	**LLD 1a Listening: Understands and interprets language** LLD 1a.7 Shows understanding about key details from information or stories shared verbally.

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about key details and requesting clarification if something is not understood. (K.SL.2) Asks and answers questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)	LLD 1a.8 Listens to gather new information and demonstrates understanding. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2b Communication: Uses conversational skills** LLD 2b.8 Asks for clarification about information or topics that occur during a conversation.
Communicating and Speaking	
Goal 1: Child varies the amount of information provided to meet the demands of the situation. P-LC3	
Age 3 Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of trusted adults.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.
Age 4–5/Not Yet in Kindergarten Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
By Entry to Kindergarten Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.

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Uses language, spoken or sign, to clarify a word or statement when misunderstood. Children who are dual language learners may switch between their languages.	LLD 2a.6 Explains personal thoughts about familiar people, places and events.
By End of Kindergarten Describes familiar people, places, things, and events and, with prompting and supports, provides additional detail. (K.SL.4) Adds drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.6 Explains personal thoughts about familiar people, places and events. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Goal 2: Child understands, follows, and uses appropriate social and conversational rules. P-LC4	
Age 3 Engages in conversations with trusted adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes adjust tone and volume for different situations.	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges.
Age 4–5/Not Yet in Kindergarten Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges.
By Entry to Kindergarten	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges.

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Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement. With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.	LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
By End of Kindergarten Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K.SL.1) Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continues conversations through multiple exchanges.	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. P-LC5	
Age 3 Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/ sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic. Children who are dual language learners may use 2–3 words to communicate an entire idea or thought, such as “Me paint.”	**LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language**

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	SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
Age 4–5/Not Yet in Kindergarten Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. Children who are dual language learners may use the language structure of the home language when speaking English, such as “I have a dog big.”	**LLD 2c Communication: Uses sentence structure** LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.3 Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
By Entry to Kindergarten Communicates clearly enough to be understood by a trusted adult across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/ irregular past tense, possessives, and noun-verb agreement. Typically uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past	**LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.

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or present or things not physically present, and can answer a variety of question types.	
By End of Kindergarten Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) Uses frequently occurring nouns and verbs. Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog , dogs ; wish , wishes). Understands and uses question words (interrogatives) (e.g., who , what , where , when , why , how). Uses the most frequently occurring prepositions (e.g., to , from , in , out , on , off , for , of , by , with). Produces and expands complete sentences in shared language activities. Applies audibly and expresses thoughts, feelings, and ideas clearly. (K.SL.6)	**LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.7 Discusses ideas and feelings about a wide range of age-appropriate topics.
Vocabulary	
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. P-LC6	
Age 3 Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

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Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by trusted adults.	
Age 4–5/Not Yet in Kindergarten Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
By Entry to Kindergarten Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars or “cylinder” when learning about 3D shapes. With support, forms guesses about the meaning of new words from context clues.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word.
By End of Kindergarten Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (K.L.4) Identifies new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word. LLD 2d.8 Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.

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Uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use (e.g., note places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. Uses words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)	
Goal 2: Child shows understanding of word categories and relationships among words. P-LC7	
Age 3 Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Age 4–5/Not Yet in Kindergarten Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.

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a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	
By Entry to Kindergarten Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.” Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs. Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy. Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s freezing.”	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings. LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
By End of Kindergarten With guidance and support from adults, explores word relationships and nuances in word meanings. (K.L.5) Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.7 Identifies words whose meaning are similar. Determines the meaning of unknown words from context or root word. LLD 2d.8 Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.

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Identifies real-life connections between words and their use (e.g., notes places at school that are colorful). Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
Literacy	
Phonological Awareness	
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. P-Lit1	
Age 3 Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration). With support, distinguishes when two words rhyme and when two words begin with the same sound.	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.
Age 4–5/Not Yet in Kindergarten Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
By Entry to Kindergarten	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.5 Produces rhyming words when given a word.

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Provides one or more words that rhyme with a given word, such as “What rhymes with log?” Produces the beginning sound in a spoken word, such as “Dog begins with /d/.” With adult support, provides a word that fits with a group of words that have the same beginning sound, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”	**LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound.
By End of Kindergarten Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2) Recognizes and produces rhyming words. Counts, pronounces, blends, and segments syllables in spoken words. Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word “CAT”, the onset is “C” and the rime is “AT”. Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with / l /, / r/ , or / x/.) Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.5 Produces rhyming words when given a word. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.6 Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words. LLD 3c.7 Segments phonemes in words. LLD 3c.8 Substitutes and deletes phonemes in words. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Print and Alphabet Knowledge	

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Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-Lit2	
Age 3 Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking a trusted adult “What does this say?” or “Read this.”	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Age 4–5/Not Yet in Kindergarten Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page.
By Entry to Kindergarten Understands that print is organized differently for different purposes, such as a note, list, or storybook. Understands that written words are made up of a group of individual letters. Begins to point to one-syllable words while reading simple, memorized texts. Identifies book parts and features, such as the front, back, title, and author.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
By End of Kindergarten Demonstrates understanding of the organization and basic features of print. (K.RF.1)	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.5 Identifies some punctuation and recognizes spaces between words.

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Follows words from left to right, top to bottom, and page by page. Recognizes that spoken words are represented in written language by specific sequences of letters. Understands that words are separated by spaces in print. Recognizes common types of texts (e.g., storybooks, poems). (K.RL.5) With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. (K.RL.6)	LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. P-Lit3	
Age 3 With support from a trusted adult, shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities. LLD 4.3 Recognizes the first letter and letter sound in their name.
Age 4–5/Not Yet in Kindergarten Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment. Produces the sound of many recognized letters.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.
By Entry to Kindergarten Names 18 uppercase and 15 lowercase letters. Knows the sounds associated with several letters.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.

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By End of Kindergarten Demonstrates understanding of the organization and basic features of print. (K.RF.1) Recognizes and name all uppercase and lowercase letters of the alphabet. Know and apply grade-level phonics and word analysis skills in decoding words. (K.RF.3) Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.6 Identifies all upper- and lowercase letters and letter sounds. LLD 4.7 Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.
Comprehension and Text Structure	
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. P-Lit4	
Age 3 With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props.
Age 4–5/Not Yet in Kindergarten Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first … and then.”	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. **SS 4 History & Sense of Time: Develops sense of time** SS 4.3 Describes events as they happen. Uses words such as “first” and “then.”.

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By Entry to Kindergarten Retells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships. Tells fictional or personal stories using a sequence of at least 2–3 connected events. Identifies characters and main events in books and stories.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
By End of Kindergarten With prompting and support, retells familiar stories, including key details. (K.RL.2) With prompting and support, identifies the main topic and retells key details of a text. (K.RI.2) With prompting and support, identifies characters, settings, and major events in a story. (K.RL.3) With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.RL.7)	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.6 With support, compares similarities between two texts.

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With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.RL.9) With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.RI.9)	
Goal 2: Child asks and answers questions about a book that was read aloud. P-Lit5	
Age 3 With support, can answer basic questions about likes or dislikes in a book or story. With support, asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.
Age 4–5/Not Yet in Kindergarten With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.

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By Entry to Kindergarten Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.” Answers increasingly complex questions that require making predictions based on multiple pieces of information from the story, understanding characters’ feelings or intentions, or explaining why something happened in the story. Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. LLD 6b.7 Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
By End of Kindergarten With prompting and support, asks and answers questions about key details in a text. (K.RL.1) (K.RI.1) Asks and answers questions about unknown words in a text. (K.RL.4)(K.RI.4) Actively engages in group reading activities with purpose and understanding. (K.RL.10) (K.RI.10)	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Writing	
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. P-Lit6	
Age 3 With support, holds a writing tool and copies single lines and circles.	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

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With support, engages in writing activities that consist largely of drawing and scribbling. With support, begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Age 4–5/Not Yet in Kindergarten With trusted adult prompting, holds a writing tool with a three-finger grasp. Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures. Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.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. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
By Entry to Kindergarten With minimal adult prompting, holds a writing tool with a three-finger grasp.	**LLD 7a Writing: Emergent writing** LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning**

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Able to copy more sophisticated figures, such as squares, crossed lines, and triangles. Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the environment. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print, such as creating a book that moves left to right.	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. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
By End of Kindergarten Uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …). (K.W.1) Uses a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2) Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)	**LLD 7a Writing: Emergent writing** LLD 7a.6 Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy. LLD 7a.7 Writes simple sentences. Begins to use conventional spelling. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion. LLD 7b.7 Writes to give information about a topic, including some facts. Provides a concluding statement. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem.

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With guidance and support from trusted adult, responds to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5) With guidance and support from trusted adult, explores a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6) Participates in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7) With guidance and support from an adult, recalls information from experiences or gathers information from provided sources to answer a question. (K.W.8) Demonstrates commands of the conventions of Standard English capitalization, punctuation, and spelling when writing. (K.L.2) Capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation. Writes a letter or letters for most consonant and short-vowel sounds (phonemes). Spells simple words phonetically, drawing on knowledge of sound-letter relationships. Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. (K.L.1) Prints many uppercase and lowercase letters.	
Mathematics	
Counting and Cardinality	

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Goal 1: Child knows number names and the count sequence. P-Math1	
Age 3 Says or signs some number words in sequence (up to 10), starting with one. With support, understands that counting words are separate words, such as “one,” “two,” “three” versus “onetwothree.”	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten.
Age 4–5/Not Yet in Kindergarten Says or signs more number words in sequence.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
By Entry to Kindergarten Counts verbally or signs to at least 20 by ones.	**M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty.
By End of Kindergarten Counts to 100 by ones and by 10’s. (K.CC.1) Counts forward beginning from a given number within the known sequence (instead of having to begin at one). (K.CC.2)	**M 1a Number Sense: Verbally counts numbers** M 1a.6 Verbally counts to 100 by ones and tens. Counts forward from a given number.
Goal 2: Child recognizes the number of objects in a small set. P-Math2	
Age 3 Develops an understanding of what whole numbers mean. With support, begins to recognize the number of small objects in groups without counting (referred to as “subitizing”). For example,	**M 1d Number Sense: Number quantities and comparison** M 1d.2 Recognizes amounts up to two without counting. M 1d.3 Recognizes amounts up to three without counting.

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there are two cars in a pile. A child looks and quickly says, “Look, two cars!”	
Age 4–5/Not Yet in Kindergarten Quickly recognizes the number of objects in a small set (referred to as “subitizing”).	**M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
By Entry to Kindergarten Instantly recognizes, without counting, small quantities of up to five objects and says or signs the number.	**M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
By End of Kindergarten No matching CCSS standard.	—
Goal 3: Child understands the relationship between numbers and quantities. P-Math3	
Age 3 With support, begins to coordinate verbal counting with objects by pointing to or moving objects or small groups of objects laid in a line (referred to as one-to-one correspondence). With support, begins to understand that the last number represents how many objects are in a group (cardinality). For example, a child is asked to count a pile of bears. The adult asks “How many?” The child points and counts one, two, three and says, “Three!”	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting.
Age 4–5/Not Yet in Kindergarten	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.

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Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.
By Entry to Kindergarten When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10. Counts and answers “How many?” questions for approximately 10 objects. Accurately counts as many as five objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. For example, knows that six is larger than five. Understands that the last number said represents the number of objects in a set.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.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.
By End of Kindergarten Understands the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.5 Count up to twenty objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.

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b. Understands that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understands that each successive number name refers to a quantity that is one larger. (K.CC.4) Counts to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, counts out that many objects. (K.CC.5)	
Goal 4: Child compares numbers. P-Math4	
Age 3 With support, begins to accurately count and compare objects that are about the same size and are in small groups with trusted adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	**M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object.
Age 4–5/Not Yet in Kindergarten Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position. For example, the child knows that three comes before four.	**M 1d Number Sense: Number quantities and comparison** 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. **M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
By Entry to Kindergarten	**M 1d Number Sense: Number quantities and comparison**

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Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from 1–10.	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. **M 4b Measurement: Compares and orders** M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.
By End of Kindergarten Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies, including groups with up to 10 objects). (K.CC.6) Compares two numbers between 1 and 10 presented as written numerals. (K.CC.7)	**M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
Goal 5: Child associates a quantity with written numerals and begins to write numbers. P-Math5	
Age 3 With support, begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	**M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.
Age 4–5/Not Yet in Kindergarten Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals. With trusted adult support, writes some numerals up to 10.	**M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.

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By Entry to Kindergarten Associates a number of objects with a written numeral 0–5. Recognizes and, with support, writes some numerals up to 10.	**M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
By End of Kindergarten Writes numbers from 0–20. Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). (K.CC.3)	**M 1b Number Sense: Identifies and writes numerals** M 1b.6 Identifies numerals up to fifty. Writes numerals up to twenty.
Operations and Algebraic Thinking	
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. P-Math6	
Age 3 Begins to add and subtract very small collections of objects with trusted adult support. For example, the adult says, “You have three grapes and get one more. How many in all?” Child counts out three, then counts out one more, then counts all four: “One, two, three, four. I have four!”	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.3 Points to one object at a time while counting up to five. **M 1d Number Sense: Number quantities and comparison** M 1d.3 Recognizes amounts up to three without counting. **M 1e Number Sense: Addition and subtraction** 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.
Age 4–5/Not Yet in Kindergarten With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.

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	M 1d Number Sense: Number quantities and comparison M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
By Entry to Kindergarten Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. For example, when told “You have two carrots and your friend gives you two more. How many do you have now?” Adds and subtracts up to five to or from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of three and a group of two, counts “One, two, three …” and then counts on “four, five!” (keeping track with fingers). When counting back for subtraction such as taking away three from five, counts, “Five, four, three … two!” (keeping track with fingers).	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.
By End of Kindergarten Represents addition and subtraction with objects, fingers, mental images, or drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the standards.) (K.OA.1)	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.8 Decomposes numbers less than or equal to ten in more than one way. **M 1d Number Sense: Number quantities and comparison** M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.

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Solves addition and subtraction word problems and adds and subtracts within 10, (e.g., by using objects or drawings to represent the problem). (K.OA.2) Decomposes numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawings) and records each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). (K.OA.3) For any number from 1 to 9, finds the number that makes 10 when added to the given number (e.g., by using objects or drawings) and records the answer with a drawing or equation. (K.OA.4) Fluently adds and subtracts within five. (K.OA.5)	**M 1e Number Sense: Addition and subtraction** M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. M 1e.6 Adds and subtracts by counting on or counting up to for totals up to ten.
Goal 2: Child understands simple patterns. P-Math7	
Age 3 With support, recognizes a simple pattern, and with trusted adult assistance, fills in the missing element of a pattern, such as red, blue, red, blue, ___, blue. Duplicates and extends ABABAB patterns.	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.
Age 4–5/Not Yet in Kindergarten Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	**M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns.
By Entry to Kindergarten Fills in missing elements of simple patterns. Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns. M 5.7 Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAB.

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block tower of the same pattern that was demonstrated with four blocks. Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	
By End of Kindergarten Not addressed in CCSS.	—
Numbers and Operations in Base Ten	
Goal 1: Child works with numbers 11 to 19 to gain foundations for place value. P-Math8	
Age 3 Not addressed in Head Start Early Learning Outcomes Framework .	—
Age 4–5/Not Yet in Kindergarten Not addressed in Head Start Early Learning Outcomes Framework.	—
By Entry to Kindergarten Not addressed in Head Start Early Learning Outcomes Framework .	—
By End of Kindergarten Composes and decomposes numbers from 11 to 19 into 10 ones and some further ones (e.g., by using objects or drawings) and records each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understands that these numbers are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.8 Decomposes numbers less than or equal to ten in more than one way.
Measurement and Data	

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Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9	
Age 3 With trusted adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects.
Age 4–5/Not Yet in Kindergarten With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.
By Entry to Kindergarten Measures using the same unit, such as putting together snap cubes to see how tall a book is. Compares or orders up to five objects based on their measurable attributes, such as height or weight. Uses comparative language, such as shortest, heavier, or biggest.	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.
By End of Kindergarten Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object. (K.MD.1) Directly compares two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describes	**M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.

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the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. (K.MD.2)	
Goal 2: Child classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10). P-Math10	
Age 3 Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	—
Age 4–5/Not Yet in Kindergarten Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	—
By Entry to Kindergarten Not addressed in HEAD START EARLY LEARNING OUTCOMES FRAMEWORK.	—
By End of Kindergarten Classifies objects into given categories; counts the numbers of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.) (K.MD.3)	**M 6 Classification: Sorts and graphs** M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
Geometry and Spatial Sense	
Goal 1: Child identifies, describes, compares, and composes shapes. P-Math11	

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Age 3 Recognizes and names a typical circle, square, and (sometimes) triangle. With trusted adult support, matches some shapes that are different sizes and orientations.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes.
Age 4–5/Not Yet in Kindergarten Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.
By Entry to Kindergarten Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares, and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.7 Creates complex pictures or objects by putting together or taking apart shapes.
By End of Kindergarten Correctly names shapes regardless of their orientations or overall size. (K.G.2) Identifies shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.3)	**M 3 Shapes: Identifies shapes and their characteristics** M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation. M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.

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Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K.G.4) Models shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.5) Composes simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” (K.G.6)	**M 2a Spatial Awareness: Understands how objects move in space.** M 2a.7 Creates complex pictures or objects by putting together or taking apart shapes.
Goal 2: Child explores the positions of objects in space. **P-Math12**	
Age 3 Begins to understand spatial vocabulary. With trusted adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”	**M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.
Age 4–5/Not Yet in Kindergarten Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”	**M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down. M 2b.3 Finds or places objects next to, between, in front of or behind self.
By Entry to Kindergarten Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind.	**M 2b Spatial Awareness: Determines object location** M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.5 Explains the location of an object in relation to another object. M 2b.7 Gives and follows positional instructions to find objects.

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Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”	
By End of Kindergarten Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.1)	**M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object. **M 3 Shapes: Identifies shapes and their characteristics** M 3.7 Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.

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Developmental Continuum of Skills

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

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

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

Mathematics

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

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

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

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