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EARLY LEARNING

Alignment of the

Experience Developmental Continuum of Skills

with

Vermont Early Learning Standards

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

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

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

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

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



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






Vermont Early Learning Standards (2015, with 2025 Addendum)	Experience Early Learning Developmental Continuum
Approaches to Learning	
Element 1: Play and Exploration	
Goal 1: Children engage in play to understand the world around them.	
Infants (0-12 months) Plays independently (solitary play). Responds to play activities (e.g., peek-a-boo). Uses senses to explore objects and toys (e.g., chews on toy). Relates objects to each other (e.g., banging 2 blocks). Engages in simple turn-taking games.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement.
Younger Toddlers (9-18 months) Engages in solitary and parallel play (e.g., children building blocks next to each other, but not interacting). Engages in intended use of toy (e.g., running car along the floor). Engages in simple pretend play with actual objects (e.g., puts phone to ear, or doll to bed). Plays outside engaging with the natural environment (e.g., feeling leaves, digging in sand).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. ATL 2b.2 Entertains and plays by themselves without adult or child involvement. ATL 2b.3 Watches others play and plays side by side with another person. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.
Older Toddlers (18-36 months) Engages in constructive play (e.g., use blocks to build a tower).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.

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Engages in representational play (e.g., use a gourd as a hammer or a block as a phone). Experiments with the outdoor environment (e.g., climb on rocks, roll down hills). Builds friendships through play.	ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **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.
Younger Preschoolers (36-48 months) Engages in associative play (e.g., play without planning and negotiation) with other children for short periods of time. Primarily engages in basic constructive play activities (e.g., building road with rocks) and dramatic play activities by taking on a role. Builds knowledge through play (e.g., blocks/math, dramatic play/literacy, water table/problem solving, outdoor play/science).	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Older Preschoolers (48-60 months) Engages solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning). Engages in sustained play episodes (e.g., stays in a dramatic play role like “the baby”). Practices concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage). Plays basic games with rules.	**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.
Element 2: Initiative	

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Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.	
Infants (0-12 months) Uses senses to explore the immediate environment. Shows interest in themselves (e.g., play with own feet). Seeks to initiate and respond to interactions with people and objects.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Younger Toddlers (9-18 months) Experiments with object to see how it reacts to different actions (e.g., bang, shake and roll pinecone). Experiments with multiple objects to gain information (e.g., rolls car, ball and stuffed animal down a ramp). Engages in simple cause and effect (e.g., jack-in-the-box, placing hand under faucet and getting sprayed with water). Indicates preferences or dislikes for activities, people and experiences. Uses memory as a foundation for more complex play, actions and ideas.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Older Toddlers (18-36 months) Watches others and imitate or participates. Applies knowledge in new situations. Asks questions to get new information.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Initiates play with one peer.	SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **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.2 Mimics actions of others.
Younger Preschoolers (36-48 months) Observes others to enter play. Initiates play with one or more peers. Shows interest in how things work. Explores and discuss a range of topics.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **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.
Older Preschoolers (48-60 months) Demonstrates flexibility, imagination and inventiveness in approaching task and activities through play. Explores and discusses a range of topics, ideas and tasks. Attempts to master new skills (e.g., riding a bike). Asks questions to find out about future events.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **ATL 1b Attention & Persistence: Persists**

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	ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Element 3: Problem Solving	
Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.	
Infants (0-12 months) Uses hands, mouth, and eyes in a coordinated manner to explore body, objects and surroundings. Reacts to new voices or sounds by turning in the direction of the sound or changing facial expression. Demonstrates creativity by exploring objects in multiple ways (e.g., pushes a chair to maintain balance). Watches and imitates the actions of others. Uses actions to solve simple problems (e.g., rolling to side to reach object).	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.1 Shifts attention from one person or thing to another.
Younger Toddlers (9-18 months) Makes discoveries about self, others, and the environment through a variety of multi-sensory/motor interactions. Experiments and practice to expand skill level.	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. SED 4a.2 Explores how things work using repeated trial and error to solve a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records**

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Uses creative role playing to solve problems and to communicate needs. Tries solutions to everyday problems until discovers one that works.	SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Older Toddlers (18-36 months) Asks questions to gain information. Experiments with the environment, toys, and peers with purpose. Demonstrates a willingness to try new activities and experiences. Experiments with the effect of own actions on things and people. Uses simple problem-solving skills to figure out solutions to everyday problems.	**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. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **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.
Younger Preschoolers (36-48 months) Invents new ways to use everyday items. Investigates new objects, scenarios, and problem situations. Seeks to understand cause and effect (“If I do this, why does that happen?”).	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support.

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During play, problem-solves with others.	SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.
Older Preschoolers (48-60 months) Uses imagination and creativity to interact with objects and materials. Uses a new skill in a variety of contexts. Engages in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities. Demonstrates appropriate solutions to simple problems.	**SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.
Social and Emotional Learning and Development	
Element 1: Emotions and Self-Regulation	

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Goal 1: Children express a range of emotions and regulate their emotional and social responses.	
Infants (0-12 months) Expresses emotions in many ways including (e.g., gestures and vocalizations). Regulates emotions and impulses (e.g., soothes self). Shows some regulated daily routines (e.g., sleeping and feeding). Develops some ability to attend to primary caregiver or toys with support. Shows ability to continue interaction with familiar adults or toys for more than just a brief time.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver. SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Younger Toddlers (9-18 months) Expresses a variety of emotions (e.g., happy, sad, mad). Responds with intent to adult speech, facial expressions, touch and/or movement. Takes action to meet own needs e.g., pointing, stating, “more”, or giving hugs. Follows simple routines (e.g., goes to sink when an adult mentions hand washing). Goes to familiar adults for reassurance. Shows ability to attend to people, objects and activities to extend an activity or join others in a common focus.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.

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Persists in attempts to communicate need.	
Older Toddlers (18-36 months) Imitates different emotions or feelings through gestures and/or word. Identifies common emotions in self and others (e.g., happy, sad, mad). Uses simple strategies to cope with own emotions (e.g., appropriate gestures, actions and words). Engages self in pretend play for short periods of time. Participates in activities and experiences with people, objects or materials that require attention and common focus. Shows increased ability to stay engaged when working toward a goal or solving a problems. Persists in attempts with different strategies until successful.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.3 Recognizes and names a few personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Younger Preschoolers (36-48 months) Expresses a range of emotions and feelings through appropriate gestures, actions and words. Identifies and expresses needs of self and stands up for own rights. Makes choice based on own likes and dislikes. Adapts behavior to fit different expectations and situations with adult support (e.g., following daily routine, family culture). Start and stop activities based on external cues. Engages self and others in play including back and forth interactions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.

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Expresses empathy and sympathy to peers (e.g., gives hug to friend when crying, brings band-aide to friend when hurt).	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Older Preschoolers (48-60 months) Expresses needs of self and others and stands up for rights of self and others. Makes choices and shows understanding of consequences. Independently adapts behavior to fit different expectations and situations. Participates in small and large group peer selected and adult led activities. Uses problem solving skills to compromise and resolve conflicts (e.g., offers to trade toy for another, takes turn with another child). Focuses on a self-selected activity or task to completion with adult help. Manages transitions with minimal direction from adults.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **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 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Element 2: Self-Awareness	
Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities.	
Infants (0-12 months) Shows awareness of own body.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.

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Recognizes physical attributes of self and familiar people (e.g., baby's toes, gramma's glasses, daddy vs. mommy). Shows beginning awareness of own skills (e.g., uses finger to push button on toy). Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions. Shows awareness of familiar routines by behaviors (e.g., opening mouth for feeding or lifting arms to be picked up).	SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.1 Reaches for a familiar object or toy. SED 1c.2 Attempts to do a familiar task or explore objects independently.
Younger Toddlers (9-18 months) Expresses self as individual through gestures, actions, and language (e.g., me/mine). Recognizes own skills and abilities (e.g., if I blow on this wand bubbles will come out). Uses skills and abilities to meet own needs (e.g., picks up book and brings to daddy). Responds to others' emotional expressions, often by sharing an emotional reaction (e.g., showing excitement when other children are excited). Anticipates familiar routines or activities (e.g., getting shoes when it's time to go or looking for parent when it's time to go home).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.2 Attempts to do a familiar task or explore objects independently. SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Older Toddlers (18-36 months) Demonstrates behaviors that reflect self-concept (e.g., practices building block tower).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.3 Names self and names basic body parts. SED 1a.4 Identifies characteristics of self. **SED 1c Self-Awareness: Completes tasks independently**

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Shows increased awareness of own abilities and demonstrates self-confidence. Displays assertiveness (e.g., “Let me do it!”). Shows understanding of some emotional expressions of others by labeling the emotions, asking questions, or responding in appropriate non-verbal ways. Refers to personal or family experiences that have happened in recent past (e.g., grandparent visit or family celebration).	SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Younger Preschoolers (36-48 months) Identifies personal characteristics, preferences, thoughts, and feelings. Stands up for own rights. Makes choices based on their own likes and dislikes. Identifies own gender, family members roles, and home culture. Demonstrates growing independence in a range of activities, routines, and tasks.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.4 When given two to three options, chooses their most desired option. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

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	SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Older Preschoolers (48-60 months) Expresses needs of self and others. Stands up for rights of self and others. Makes choices and understand consequences. Shows confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks. Expresses cultural influences from home, neighborhood and community (e.g., celebrating traditions). Demonstrates an understanding and acceptance of similarities and differences among people (e.g., gender, race, special needs, culture, language and family).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences. **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.
Element 3: Relationships with Adults and Peers	
Goal 1: Children develop healthy positive relationships with adults and peers.	
Infants (0-12 months) Responds to adult through actions or vocalization (e.g., repeat 'ooo' or 'baba' from adult). Engages in simple back and forth (1-2) playful interactions with adults (e.g., cooing, peek-a-boo, ball play).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers. SED 3b.2 Engages in simple interactions with peers.

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Shows enjoyment in interaction with other children (e.g., smiling, reaching out, giggling). May cry when another child cries.	
Younger Toddlers (9-18 months) Reacts to familiar and unfamiliar adults (e.g., reaching out to mother, hiding behind dad's legs). Engages in more complex back and forth playful interactions with others (e.g., hide n seek, finger-plays). Demonstrates simple prosocial behavior (e.g., waving goodbye, saying "thank you", hugging). Shows sadness or concern when another child is crying or upset (e.g., may seek adult help or offer blanket, food or soft toy).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Older Toddlers (18-36 months) Develops trust and interacts comfortably with familiar adults. Takes turns during simple games and in conversation. Demonstrates increased interest as well as frustration with other children. Begins to imitate roles and relationship through play (e.g., feeding baby doll, driving daddy's car, dancing like a ballerina). Uses words in play with peers (e.g., giving simple direction). Uses words in interaction with adults (e.g., "I'll be the mommy you be the baby".).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. **SED 3b Social relationships: Develops relationships with peers** SED 3b.2 Engages in simple interactions with peers. SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.

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Uses words or gestures to express empathy toward another child or adult who is hurt or crying (e.g., “are you ok?”, “don’t cry”, or helps to pick up spilled crackers).	
Younger Preschoolers (36-48 months) Plays with other children sharing objects, talking back and forth for several minutes. Establishes secure and trusting relationships with familiar adults. Begins to respect the rights of others. Communicates with familiar adults and accepts some guidance and direction. Cooperates with others during play and in daily routines. Develops friendships with peers. Uses socially appropriate behavior with peers and 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. **SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 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.
Older Preschoolers (48-60 months) Plays and cooperates with other children sharing objects, conversations, and ideas. Respects the rights of others recognizing their feelings and responding with courtesy and kindness. Accepts guidance and direction from familiar adults and seeks their support when needed. Suggests solutions to social problems.	**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 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends. **SED 3c Social relationships: Participates cooperatively in groups**

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	SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Growing, Moving and Being Healthy	
Element 1: Motor Development and Coordination	
Goal 1: Children develop strength, coordination, and control of their large muscles.	
Infants (0-12 months) Maintains upright posture when sitting or standing. Moves to explore immediate environment (e.g., scoots, creeps, crawls). Pulls to stand, cruise, then walk a few steps independently. Balances while exploring immediate environment (e.g., sit and reach for toys without toppling over).	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Younger Toddlers (9-18 months)	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.

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Moves hands and legs together to push, pull, and climb (e.g., carry objects while walking, pull a toy on a string behind them, push a toy shopping cart, climb on the coffee table). Demonstrates emerging balance and coordination (e.g., stoop and squat to explore objects on the ground, crawl up stairs and down them backwards). Sustains balance during simple movements (e.g., walk independently, stand legs apart and swat to music).	PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.
Older Toddlers (18-36 months) Walks and runs with increasing skill demonstrating the ability to change speeds and direction. Coordinates moving arms and legs to complete a task (e.g., catch a large ball against body, climb on play equipment, kick a stationary ball). Sustains balance during simple movements (e.g., jump off low step landing with both feet; walk up and down stairs one at a time with both feet; walk backwards).	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Younger Preschoolers (36-48 months) Sustains balance during more complex movements (e.g., balance on one foot for a few moments, walk along a straight line or low beam; jump over obstacles landing on two feet). Coordinates moving arms and legs to complete a task more complex task (e.g., pedal a tricycle). Moves through space with good coordination and show body awareness to stop and start with control.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

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Manipulates balls or similar objects with flexible body movements (e.g., catch a ball by trapping it against body, kick stationary ball by running or stepping up to it, throw a ball).	
Older Preschoolers (48-60 months) Exhibits motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping). Demonstrates motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle). Moves through space showing awareness of own body in relation to other people and objects. Manipulates balls or similar objects with flexible body movements (e.g., bounce and catch a ball).	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.	
Infants (0-12 months) Transfers objects from one hand to another. Uses both hands to hold, reach for and let go of objects. Coordinates movements using eyes and hands (e.g., bring hands together, stack rings).	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Younger Toddlers (9-18 months)	**PD 2 Fine Motor: Builds strength and coordination of small movements**

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Demonstrates control of hands and fingers (e.g., pick up a ball, hold a large crayon and make marks). Moves fingers independent of other fingers (e.g., point to objects). Demonstrates eye-hand coordination (e.g., feed themselves finger foods, fill container with smaller objects).	PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Older Toddlers (18-36 months) Feeds themselves using utensils and hands. Coordinates use of hands and fingers to accomplish more complex actions (e.g., put together knob puzzles, turn pages of a book). Performs simple fine motor skills (e.g., use play dough, string large beads). Uses tools that require finger and hand coordination (e.g., string large beads).	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Younger Preschoolers (36-48 months) Feeds themselves using utensils independently. Refines grasp to manipulate tools that require strength, control and dexterity (e.g., pressing down with pencils or crayons to make a clear mark, cut paper, joining snap beads). Demonstrates more complex eye-hand coordination (e.g., complete puzzles with smaller pieces, use tongs to grasp objects).	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.
Older Preschoolers (48-60 months) Demonstrates fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle).	**PD 2 Fine Motor: Builds strength and coordination of small movements**

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Uses eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard).	PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
Element 2: Health and Safety Practices	
Goal 1: Children develop healthy eating habits and knowledge of good nutrition.	
Infants (0-12 months) Communicates feelings of hunger and fullness (e.g., cry or search for food, turn away when full). Shows food preferences. Eats different kinds of foods (e.g., liquids, pureed or soft foods, finely chopped food).	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
Younger Toddlers (9-18 months) Tries new foods. Eats a variety of nutritious foods from all food groups. Eats finger foods (e.g., Cheerios).	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Older Toddlers (18-36 months) Tries new foods. Shows interest in and communicates about food, textures, tastes (e.g., crunchy, warm, sweet).	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.

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Consumes age nutritious beverages (e.g., water, milk).	
Younger Preschoolers (36-48 months) Tries new foods. Eats a variety of nutritious foods and communicate that some foods and beverages are good for them (e.g., milk, fruit, vegetables) and some are not (e.g., soda, snack chips). Chooses to eat foods that are better for the body than others, with assistance.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Older Preschoolers (48-60 months) Eats a variety of nutritious foods. Distinguishes food on a continuum from most healthy to less healthy. Assists adults to prepare healthy snacks and meals. Communicates food preferences. Sorts food into food groups and communicate benefits of healthy foods.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious. PD 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.
Goal 2: Children develop personal health and self-care habits, and become increasingly independent.	
Infants (0-12 months) Sleeps well and shows alertness during waking periods. Develops a personal sleep routine or patterns.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean.

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Indicates, in a variety of ways, own personal health and self-care needs and wants (e.g., cry/vocalize when need changing or hungry). Tolerates, shows interest, and assists in care routines (hand washing, raise arms for dressing).	
Younger Toddlers (9-18 months) Participates and cooperates with sleep routines (e.g., choose a book, get preferred sleep 'object'). Uses objects and follow routines that are comforting (e.g., pick out favorite book to be read before nap/bedtime). Cooperates and may assist with care routines (mouth care, hand washing, dressing, bathing).	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines.
Older Toddlers (18-36 months) Falls asleep on own and sleep well, waking rested and ready to be active. Communicates to request things they need (e.g., food when hungry, drink when thirsty). Shows some independence in personal care routines. Initiates and completes some personal health routines and self-care needs with assistance (e.g., wash hands, brush teeth, dress/undress). Uses personal care objects (e.g., face cloth, brush) with assistance. Participates in bathroom routine, shows interest in toilet training, and uses the toilet with help. Communicates with caregiver when not feeling well.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.

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Names people who help children stay healthy (e.g., nurse, doctor, dentist).	
Younger Preschoolers (36-48 months) Stays awake except during nap time and initiate and participates in sleep routines with increasing independence. Participates easily and know what to do in routine activities (e.g., meal time, nap time). Takes care of own toileting needs with little assistance. Attends to personal health needs and self-care needs independently (e.g., dress and undress with limited assistance). Follow basic hygiene practices with reminders and limited assistance (e.g., brush teeth, wash hands, use toilet, cough into elbow). Gains independence in hygiene practices (e.g., cough into elbow, wash hands, flush toilet).	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders.
Older Preschoolers (48-60 months) Communicates with words or sign language to ask adults or peers specifically for the kind of help needed in a particular situation. Independently starts and participates in sleep routines. Communicates ways sleep keeps us healthy and makes us feel good. Communicates how daily activity and healthy behavior promote overall personal health with some support.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **PD 4b Personal Care: Understands bodily functions** PD 4b.6 When feeling sick, describes symptoms. Describes some contagious diseases.

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Independently completes personal care tasks (e.g., brushing teeth, toileting, washing hands). Explains the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings. Recognizes and communicates when experiencing pain or symptoms of illness. Participates in structured and unstructured physical activities.	
Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.	
Infants (0-12 months) Shows preference for and trust in familiar caregivers. Notices and imitates adults' reactions to new people and situations. Expresses discomfort or anxiety in stressful situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.1 Reacts to unexpected noises, lights or sights. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Younger Toddlers (9-18 months) Reacts to simple verbal or nonverbal warnings of danger (e.g., "Stop!", "Wait!", "Hot!"). Watches familiar adults for appropriate reactions to unfamiliar things or situations. Shows some caution about unfamiliar and/or unsafe situations.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted.
Older Toddlers (18-36 months) Responds appropriately to redirection by adults in order to avoid unsafe situations (e.g., stop before crossing street).	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules and avoids danger.

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Identifies harmful or unsafe objects or situations with assistance. Increases self-control over impulses (e.g., wait for adult to cross street and not run into street). Seeks an adult's help when in an unsafe or dangerous situation. States and follows simple safety rules with adult support.	
Younger Preschoolers (36-48 months) Independently identifies and avoids situations and objects that might cause harm. Follows basic safety rules with occasional reminders. Demonstrates safety awareness when using objects (e.g., carry scissors with points down to avoid accidents). Seeks an adult's help when another child is in an unsafe or dangerous situation. Understands the difference between safe and unsafe touch.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help.
Older Preschoolers (48-60 months) Avoids potentially dangerous behaviors (e.g., do not take medicine or cross road without adult assistance). Follows basic safety rules and shows safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance. Identifies adults in their communities who can keep them safe (e.g., police, firefighter).	**PD 3 Safety: Demonstrates safe practices** PD 3.4 Follows safety rules and helps others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.

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Communicates an understanding of the importance of health and safety routines and rules. Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	
Language Development	
Element 1: Receptive Language (Listening)	
Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.	
Infants (0-12 months) Turns towards voices and focus on speech directed towards them. Shows excitement when hear familiar voices or familiar words (e.g., mama). Briefly looks at the same object that an adult is looking at and talking about.	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Younger Toddlers (9-18 months) Responds to simple requests when accompanied by gestures. Responds to own name. Identifies familiar people or objects when asked to do so. Demonstrates receptive vocabulary of 50 or more words in home language.	**LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. **LLD 1b Listening: Follows directions** LLD 1b.1 Responds to speaking in the environment and imitates actions. LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Older Toddlers (18-36 months) Responds to simple requests when not accompanied by gestures. Follows one step directions. Listens to familiar stories and show comprehension by reacting to them. Responds to action words by doing the action.	**LLD 1a Listening: Understands and interprets language** LLD 1a.2 Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts. LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.
Younger Preschoolers (36-48 months) Follows two step directions. Demonstrates understanding of increasingly longer sentences (e.g., compound sentences) in responses or actions. Shows evidence of a receptive vocabulary of several hundred words. Demonstrates in responses or actions an understanding of new vocabulary in stories, activities, and conversations.	**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. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally.
Older Preschoolers (48-60 months) Follows multistep directions especially when these are familiar activities (e.g., steps in getting ready to play outdoors). Demonstrates an understanding of complex statements having 1 or 2 phrases (e.g., "Please put the toothbrush in the box under the sink."). Demonstrates an understanding of different language forms such as questions and exclamations.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. LLD 1a.6 Shows understanding of a series of complex statements that explain how or why. **LLD 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally.

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Demonstrates through conversations comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary).	
Element 2: Expressive Language (Speaking)	
Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.	
Infants (0-12 months) Vocalizes and uses gestures to communicate (e.g., wave hi/bye). Babbles (e.g., bah bah, ma ma) and jabbers (e.g., bada). Mimics the intonation of adult speech (e.g., rise to question).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.1 Uses sounds and gestures to communicate.
Younger Toddlers (9-18 months) Combines gestures and words to communicate thoughts, feelings, needs (e.g., shake head 'no' with a vocal 'no'). Names familiar people, objects and animals (e.g., says mama when see her). Speaks clearly enough to be understood by people who are close and familiar. Says at least 25 meaningful words (consistent and recognizable to caregivers).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.2 Repeats words heard frequently in environment. LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.
Older Toddlers (18-36 months)	**LLD 2a Communication: Uses language to express information and ask/answer questions**

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Speaks in 2-5 word sentences (e.g., I go home). Omits some words in a sentence (e.g., “the”, “is”). Overgeneralizes saying some irregular verbs or plural incorrectly (e.g., “goed” rather than “went”). Uses negatives and add descriptive words when speaking. Says 50 or more words in home language. Asks simple questions. Speaks clearly enough to be understood by strangers but some speech sound errors are still heard (e.g., ‘My fumb (thumb) hurts”). Responds to questions.	LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Younger Preschoolers (36-48 months) Uses details when describing activities and experiences. Speaks in complete 4-6 word sentences. Uses correct forms of common irregular verbs and plurals (e.g., “went”, “saw”, “men”).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.5 Communicates in simple, complete sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
Older Preschoolers (48-60 months)	**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 sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as “My teacher, who likes dogs, is nice”). Engages in storytelling. Combines 5-8 words into sentences. Uses different forms of language for different purposes. Uses abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than” blue” or “I want to fly into space when I grow up”).	LLD 2a.6 Explains personal thoughts about familiar people, places and events. **LLD 2c Communication: Uses sentence structure** LLD 2c.5 Communicates in simple, complete sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Element 4: Social Rules of Language	
Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.	
Infants (0-12 months) Initiates and engages in simple turn taking interactions with others by using gestures, vocalizations, or facial expressions. Responds differently to different tones of voice and facial expressions. Uses appropriate eye contact and engage in joint attention.	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Younger Toddlers (9-18 months) Watches for signs of being understood by others and repeat efforts if not initially successful.	**LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. LLD 2b.2 Responds to one exchange, but is not on topic. **LLD 2a Communication: Uses language to express information and ask/answer questions**

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Continues to initiate and engage in communications with others through gestures, words, and facial expressions.	LLD 2a.2 Uses a few words, signs or word-like sounds to communicate.
Older Toddlers (18-36 months) Asks “why” questions to gain information. Uses pauses and simple prompts to maintain a conversation.	**LLD 2b Communication: Uses conversational skills** LLD 2b.2 Responds to one exchange, but is not on topic. LLD 2b.3 Responds on topic for one exchange. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.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.
Younger Preschoolers (36-48 months) Uses nonverbal cues during conversations according to personal cultural norms (e.g., eye contact, physical distance from conversational partner). Engages in brief conversations and stay on topic. Uses culturally acceptable social rules when communicating with others (e.g., vocal tone and volume, turn taking).	**LLD 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges.
Older Preschoolers (48-60 months) Listens and responds on topic during longer conversations with others and in group discussions. Uses simpler language when talking with younger children. Initiates conversations with others and maintain topic of conversation 2-4 turns.	**LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges. LLD 2b.6 Initiates conversation with adults and peers.

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If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message.	
Element 6: Dual Language Learners—Receptive and Expressive English Language Skills	
Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.	
Home Language Use Uses home language to communicate. Attends when others speak English. Engages in activities by imitating others' behaviors. Decreases use of home language as she becomes aware that others are speaking another language and that they cannot understand her.	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language.
Nonverbal Period Enters into a nonverbal period and relies on gestures, context, and nonverbal cues to understand and communicate. Acknowledges or responds nonverbally to common words or phrases (e.g., hi, snack time, come play) when accompanied by gestures. May repeat sounds and words in English to self to try it out. Observes others using English to learn about the new language.	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language**

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	SLA 1c.2 Early Production: Repeats often heard words in target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.1 Pre-Production: Responds to cues, such as gestures and visualizations. SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.1 Pre-Production: Uses cues, gestures and visualizations to communicate.
Telegraphic and Formulaic Speech Uses one or two word sentences to communicate ideas, needs, and feelings (e.g., “Play cars.”). Memorizes and say frequently heard phrases (e.g., “I like pizza.” “How are you?”).	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.

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Productive English Language Use Begins to construct sentences in English. Demonstrates comprehension and use of a larger and more varied age appropriate vocabulary. Uses more complex English grammar, although contain some grammatical errors or omissions. Becomes aware of her errors and uses this understanding to learn new vocabulary and grammar.	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.3 Speech Emergence: Uses target language to actively participate, working around any language barriers. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.3 Speech Emergence: Seeks explanations for unknown words and phrases in target language. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.3 Speech Emergence: Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.3 Speech Emergence: Responds to simple stories and short discussions in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.3 Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
Literacy Development	
Element 1: Foundational Reading Skills	
Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.	
Infants (0-12 months)	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text**

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Print Concepts Shows interest in looking at books and in adult initiated literacy activities. *Phonological Awareness* Imitates and takes turns with others making sounds. Experiments and plays with sounds. Responds differently to different sounds. *Phonics and Word Recognition* Emerging. *Fluency* Emerging.	LLD 5.1 Opens and closes books, looks at them and points to pictures. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.1 Coos and makes sounds such as “oo” and “ah.”. LLD 3c.2 Imitates or repeats sounds and tones.
Younger Toddlers (9-18 months) *Print Concepts* Points to pictures in a book. Turns pages. Notices environmental print. *Phonological Awareness* Listens to and participates in familiar songs, rhymes, and stories.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.

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Plays with different sounds. *Phonics and Word Recognition* Emerging. *Fluency* Emerging.	
Older Toddlers (18-36 months) *Print Concepts* Demonstrates that print represents words (e.g., pretend to read text). *Phonological Awareness* Notices sounds that are the same and different. Fill-in words of familiar songs, stories, of finger plays. Imitates tempo and speed of sound. *Phonics and Word Recognition* With modeling and assistance, recognizes that letters of the alphabet are a special category of symbols. Identifies simple, familiar environmental print. *Fluency* Pretends to read a familiar book.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. LLD 3c.3 Engages in word and sound play through songs and games.

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With modeling and assistance, uses pictures to “read” text.	
Younger Preschoolers (36-48 months) *Print Concepts* Identifies letters of the alphabet as a specific type of symbol that can be named. Displays some book handling skills (e.g., orient book right side up and turn pages). *Phonological Awareness* Identifies words as separate units in a sentence. Fill-in words in a familiar rhyme. Segment spoken compound words with modeling and assistance. *Phonics and Word Recognition* Points out own name in print. Names some of the letters of the alphabet, especially those in their names. *Fluency* Use pictures to "read" text.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. LLD 3a.3 Suggests a missing rhyming word within a poem or song. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Older Preschoolers (48-60 months) *Print Concepts*	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.

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Indicates where to start reading on a page and how to move across and down a page. Demonstrates knowledge of the association between written words and spoken words. Displays book handling skills. *Phonological Awareness* Segments syllables in spoken words with modeling and assistance. Determines if two words rhyme. With modeling and assistance, segment onsets and rimes of single-syllable spoken words. *Phonics and Word Recognition* Associates some letters of the alphabet with their specific sounds. Identifies words that start with the same letter as their name. *Fluency* Pretends to read a familiar book using language from the text and reading-like intonation.	LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.
Element 2a: Reading -- Engagement with Literature and Informational Text	
Goal 1: Children develop "book language" and demonstrate comprehension.	
Infants (0-12 months)	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read.

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Shows interest in shared reading activities and looking at books. Explores books through sight, touch, and by using their mouths.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
Younger Toddlers (9-18 months) Focuses attention for short periods of time when read to. Uses “book babble” when holding a book to mimic the sound of reading. Demonstrates preference for favorite books. Pretends to read and write the way they see parents and others do. Requests adults to read a favorite book.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.
Older Toddlers (18-36 months) Provides particular language from a book at appropriate times during shared reading experiences. Request adults to read a book. Answers simple questions about the story with modeling and assistance. Actively participate in shared reading experiences by asking questions and making comments. Retells some events in a familiar story with modeling and assistance.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. LLD 6a.3 Talks about pictures and ideas in familiar stories. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.4 Retells portions of a story using pictures, gestures or props.

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Younger Preschoolers (36-48 months) Uses pictures to predict book content. With modeling, assistance, and props, retell or re-enact a familiar story. Uses storybook language, forms and conventions (e.g., once upon a time, the end) when telling stories. Have and share an opinion about what they liked and didn't like about a story or book. Demonstrates appreciation for a variety of literary genres (e.g., fantasy, informational texts, non-fiction, fiction). Listens to and discusses informational text and literature. Points to print illustrating that print carries a message.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover.
Older Preschoolers (48-60 months) Identifies characters and setting in a story read aloud. Uses story title, pictures, content and prior knowledge to predict story content. Makes connections between stories and real-life experiences. Retells or re-enacts a familiar story in the correct sequence of a familiar story's major events with prompting and support. Asks and answers questions about the characters and major events of a story with prompting and support.	**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 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
Element 3: Writing	

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Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.	
Infants (0-12 months) Makes random marks. With adult assistance, hold writing tools.	**LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material. LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Younger Toddlers (9-18 months) Makes random marks and some scribbling. Uses simple writing tools without adult assistance.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Older Toddlers (18-36 months) Scribbles with more control and sometimes purpose. Tell others what the scribbles or drawings represent. Uses dictating, scribbles, or drawings to communicate a message. Uses a variety of writing tools.	**LLD 7a Writing: Emergent writing** LLD 7a.2 Makes random marks or draws with writing tools. LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write. 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.
Younger Preschoolers (36-48 months) Uses scribbles, mock letters, shapes and pictures to purposefully represent experiences, ideas, objects, lists, labels or stories. Experiments with a variety of writing tools and surfaces.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning**

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Writes some letters with assistance and modeling. Dictates a story or event for adult to write.	LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Older Preschoolers (48-60 months) Uses writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion. Copies, traces, or independently writes letters or words. Prints or copies own name and identifies some of the letters. Uses “sound spelling” (e.g., uses initial sound of word and other letters to represent sounds heard in the word). Participates in shared writing experiences (e.g., contributing ideas to a story).	**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.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.
Element 4: Dual Language Learners—Literacy in English	
Goal 1: Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.	
Pre-Production *No examples are provided at this age range in the VELS.*	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.1 Pre-Production: Observes interactions in target language, but may not participate. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.1 Pre-Production: Uses cues and gestures to understand interactions in target language.

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	SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.1 Pre-Production: Uses cues and gestures to understand interactions in target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.1 Pre-Production: Responds to cues, such as gestures and visualizations. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.1 Pre-Production: Uses cues, gestures and visualizations to communicate.
Early Production *No examples are provided at this age range in the VELS.*	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.2 Early Production: When prompted, uses gestures and words in target language to participate in group interactions. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.2 Early Production: Asks for repetition of target language to clarify understanding. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.2 Early Production: Repeats often heard words in target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.

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	SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language SLA 2b.2 Early Production: Uses words and memorized phrases in target language to communicate.
Speech Emergence *No examples are provided at this age range in the VELS.*	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.3 Speech Emergence: Uses target language to actively participate, working around any language barriers. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.3 Speech Emergence: Seeks explanations for unknown words and phrases in target language. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.3 Speech Emergence: Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.3 Speech Emergence: Responds to simple stories and short discussions in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.3 Speech Emergence: Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.
Intermediate Fluency *No examples are provided at this age range in the VELS.*	**SLA 1a Second Language Acquisition: Participates using target language**

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	SLA 1a.4 Intermediate Fluency: Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.4 Intermediate Fluency: Asks questions in target language to clarify meaning of idioms and complex interactions. **SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language** SLA 1c.4 Intermediate Fluency: Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.4 Intermediate Fluency: Responds to stories, shares opinions and engages in discussions in target language. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.4 Intermediate Fluency: Uses increasingly complex linguistic structures in target language with minimal programmatical errors.
Advanced Fluency *No examples are provided at this age range in the VELS.*	**SLA 1a Second Language Acquisition: Participates using target language** SLA 1a.5 Advanced Fluency: Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level. **SLA 1b Second Language Acquisition: Demonstrates initiative with target language** SLA 1b.5 Advanced Fluency: Uses context clues and resources to clarify any misunderstandings.

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	SLA 1c Second Language Acquisition: Demonstrates use of varied vocabulary in target language SLA 1c.5 Advanced Fluency: Uses context clues and resources to clarify any misunderstandings. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language** SLA 2a.5 Advanced Fluency: Demonstrates near-native comprehension of target language in all contexts. **SLA 2b Second Language Acquisition: Demonstrates use of words and sentence structure of target language** SLA 2b.5 Advanced Fluency: Uses target language effectively in all contexts.
Creative Arts and Expression	
Element 1: Visual Arts	
Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.	
Infants (0-12 months) Gaze at pictures and photographs. Shows preference for bright colors and contrasting shapes. Hold, touch, and experience different textures of objects.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.1 Expresses emotions while exploring materials. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses.
Younger Toddlers (9-18 months) Makes marks with crayons, markers, and paints.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.2 Scribbles, colors or paints intentionally on paper. CA 3a.3 Explores a variety of artistic tools and media.

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Explores all types of art materials and processes (e.g., paints, modeling clay, or play dough, collage, stamping). Expresses creativity using simple art materials (e.g., chalk, finger paints, shaving cream). Responds to visual arts (e.g., pictures in books, paintings, photographs) and communicate preferences.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses. CA 3b.2 Uses hands and feet to explore a variety of media.
Older Toddlers (18-36 months) Creates 2D and 3D art by experimenting with a variety of art materials (e.g., paint, clay). Creates representations of real objects in child-initiated art work (e.g., labels scribbles and shapes “mom”). Demonstrates preference for favorite colors. Uses shapes, marks or objects to label ideas or movement. Communicated preference of one piece of art over another.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. CA 3b.3 Uses materials to create shapes or symbols.
Younger Preschoolers (36-48 months) Creates art that expresses individual creativity by using various materials and techniques. Builds 3D shapes with clay and other materials. Explores the properties of art materials and use them purposefully to create an idea or object. Discusses own artistic creations.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect.
Older Preschoolers (48-60 months)	**CA 3a Visual Arts: Expresses through 2D and 3D visual art**

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Creates artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge. Independently plans and completes artistic creations such as drawings, paintings, and collages. Discusses own artistic creations and those of others. Shows appreciation for different art forms and the creative work of others.	CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Element 2: Music	
Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.	
Infants (0-12 months) Imitates sounds by babbling and other vocalizations during or after an adult sings or chants. Attends to and make eye contact with caregivers who are singing. Uses toys and objects as instruments to make sounds (e.g., bang pot with a wooden spoon).	**CA 1a Music: Expresses through music** CA 1a.1 Makes sounds to communicate feelings. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
Younger Toddlers (9-18 months) Recognizes and associates a particular song or sound with a particular meaning (e.g., clean-up song). Uses toys and objects to intentionally make sounds. Experiments with objects to change sound.	**CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. CA 1b.2 Responds to changes in rhythm.

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Imitates sounds heard (e.g., repeat “moo” when prompted).	**CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody.
Older Toddlers (18-36 months) Explored and used rhythm instruments to make music. Uses objects or instruments to experiment with rhythms. Sings and claps during individual or group activities. Demonstrates enjoyment in making music through participation and repetition. Makes up simple and often nonsense songs.	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. **CA 1c Music: Develops tone** CA 1c.3 Understands the difference between singing and speaking voices.
Younger Preschoolers (36-48 months) Uses simple musical instruments to produce rhythms and tones. Repeats a short melody. Shows awareness of different musical tempos, beats and rhythms by clapping or playing simple instruments. Identifies different musical instruments. Participates willingly in music activities. Describes musical experiences they have participated in or observed.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1b Music: Develops rhythm** CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.4 Controls voice to mimic the melodic direction.
Older Preschoolers (48-60 months) Experiments with musical instruments.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.6 Communicates ideas by creating rhythm or melody.

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Recalls and imitates different musical tones, rhythms, as they make music. Expresses creativity through music. Participates in music activities such as clapping, stomping, listening or singing.	**CA 1b Music: Develops rhythm** CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns. **CA 1c Music: Develops tone** CA 1c.4 Controls voice to mimic the melodic direction.
Element 3: Theatre (Dramatic Play)	
Goal 1: Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.	
Infants (0-12 months) Imitates familiar actions (e.g., stirring using a spoon).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.
Younger Toddlers (9-18 months) Engages in “pretending” by themselves (e.g., feeds herself bottle, places phone to ear and vocalizes). Role plays familiar, every day events and routines (e.g., feed a doll, go shopping). Uses hats, pocketbooks, clothes for dress-up and simple role playing. Uses object for intended purpose during play.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.
Older Toddlers (18-36 months) Participates in pretend play with other children.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play.

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Recreates familiar everyday scenes and routines using props and costumes. Pretends to be a person or an animal through movement, language, and/or sounds. Uses random objects to represent other objects during play (e.g., block becomes a cell phone). Links together a sequence of pretend play behaviors (e.g., put on hat, grab bag to go shopping). Uses pretend play to depict real-life experiences.	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Younger Preschoolers (36-48 months) Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. Identifies real and make believe situations through dramatic play. Creates own dramatic play scenarios. Creates various facial expressions and voice inflections when in character. Demonstrates an awareness of audience (e.g., ask others to watch performance).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Older Preschoolers (48-60 months) Initiates role-playing experiences and playing with props and costumes.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas**

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Uses dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character. Uses various facial expressions and voice inflections when playing a character. Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. Experiences perspectives of others through sociodramatic play.	CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
Element 4: Dance	
Goal 1: Children use movement to creatively express their ideas and feelings and to learn.	
Infants (0-12 months) Move head, legs, and arms in response to music and other rhythmic sounds. Express basic feelings (e.g., excitement, joy) through movement.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.1 Uses body language to express feelings. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Younger Toddlers (9-18 months) Make movements (e.g., stands with feet apart swaying) when music plays. Clap when hear music or singing. Dance to music in their own way (e.g., run around waving arms).	**CA 2a Dance & Movement: Expresses through dance** CA 2a.2 Uses purposeful gestures and body language to communicate. CA 2a.3 Moves in own way to music and rhythm. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Older Toddlers (18-36 months) Make up simple dances or patterns of movement.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.1 Uses body language to express feelings. CA 2a.3 Moves in own way to music and rhythm.

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Express excitement during movement and dance. Respond to music with increasingly coordinated movements (e.g., moves to the tempo of the music). Follows simple movements to songs.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
Younger Preschoolers (36-48 months) Show awareness of various patterns of beat, rhythm and movement through dance. Participate in open-ended, creative movement activities. Indicate preferences for certain dances and songs with movement (e.g., Head, Shoulders, Knees & Toes). Use creative movement to express feelings.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
Older Preschoolers (48-60 months) Move to different patterns of beat and rhythm in music. Express what is felt and heard in various musical tempos and styles. Use creative movement to express concepts, ideas, or feelings. Repeat choreographed movements and begin to create own movements.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.
Element 1a: Digital Media Arts	
Goal 1: Children create art using a variety of digital media (video, photography, audio, computer arts, and interactive media) to	

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express their ideas, feelings, and creativity in a guided age-appropriate exploration of tools, methods and imaging.	
Prekindergarten Combine image and sound to form digital media production (e.g., pictures with audio.)	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images.
Mathematics	
Element 1a: Number Sense and Quantity	
Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.	
Infants (0-12 months) Uses words, signs or gestures to request “more”. Attends to songs, finger plays, and books that include numbers and numerals.	**M 1a Number Sense: Verbally counts numbers** M 1a.1 Listens to counting songs and chants. **M 1b Number Sense: Identifies and writes numerals** M 1b.1 Sees numbers in everyday context.
Younger Toddlers (9-18 months) Uses a few number words without understanding quantity. Imitates rote counting. Participates in simple songs and activities that include numbers (e.g., Five Little Monkeys). Demonstrates an awareness of early concepts related to amount (e.g., more, one or two).	**M 1a Number Sense: Verbally counts numbers** M 1a.1 Listens to counting songs and chants. M 1a.2 Says or sings random numbers, may be out of order.
Older Toddlers (18-36 months) Recites numbers to 5 in sequence with few errors.	**M 1a Number Sense: Verbally counts numbers** M 1a.3 Verbally counts to five.

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Counts up to 5 objects using one number for each object with assistance and support. Recognizes some numerals in the environment. Uses the word more to identify the larger of two groups, and less for smaller groups.	**M 1b Number Sense: Identifies and writes numerals** M 1b.2 Begins to identify numbers. Identifies the numeral 1. **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.
Younger Preschoolers (36-48 months) Recited numbers to 10 in correct sequence. Counts up to 5 objects using one number for each object independently. Quickly identifies number of 1-3 objects without counting. Reads numerals up to 5 and connect them to the quantities they represent.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. **M 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.
Older Preschoolers (48-60 months) Recites numbers to 20 in sequence with only occasional errors. Says the next number that comes before or after in a sequence of 1-10. Counts a group of up to 10 objects and understand that the last number represents the number of objects in the group. Quickly identifies number of 1-5 objects without counting. Reads numerals up to 10 and connect them to the quantities they represent.	**M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty. **M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 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**

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Compares groups of up to 10 objects and identify which group has more or less, or if they are the same (equal).	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.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
Element 2a: Number Relationships and Operations	
Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.	
Infants (0-12 months) Emerging.	**M 1e Number Sense: Addition and subtraction** M 1e.1 Watches an adult add or take away toys.
Younger Toddlers (9-18 months) Uses word, sign or gesture to indicate adding “more” to what they already have. Demonstrates early one-to-one correspondence (e.g., dropping objects one by one into a bucket).	**M 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures.
Older Toddlers (18-36 months) Uses mathematical thinking in daily situations (e.g., hold up 2 fingers when asked how old, ask for and take 2 cookies). Adds more objects to a group to make a bigger set (e.g., add more model cars to a pile to have more cars). Subtracts objects from a set and realize have fewer objects (e.g., shares model cars with friend and notices has fewer).	**M 1e Number Sense: Addition and subtraction** M 1e.2 Adds to and removes objects from a group as prompted.
Younger Preschoolers (36-48 months)	**M 1e Number Sense: Addition and subtraction**

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Uses various strategies (e.g., counting, matching) to compare groups as having more or fewer objects. Demonstrates knowledge that objects or sets can be combined or separated. Uses emerging reasoning skills to determine a solution to a mathematical problem.	M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. **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.
Older Preschoolers (48-60 months) Uses simple strategies to solve mathematical problems and communicate how they solved the problems. Combines and separates small groups of objects to make new groupings, and identify the resulting number in the group. Matches two equal sets using one-to-one correspondence and understands they are the same. Uses a range of strategies such as counting, matching to compare quantity in two sets of objects and describes the relationship with comparative terms (e.g., more, less, fewer, 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 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.2 Uses one-to-one correspondence to match objects or pictures. **M 1d Number Sense: Number quantities and comparison** M 1d.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.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.
Element 3a: Measurement, Comparison, Classification, and Time	
Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.	
Infants (0-12 months) Explores the size and shapes of objects by various means (e.g., holding, mouthing, banging).	**M 4a Measurement: Measures and estimates** M 4a.1 Recognizes when to use whole hand or just two fingers to pick up an object. M 4a.2 Explores size and weight of objects in relation to self.

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Shows awareness of basic daily routines (e.g., wake up, diaper change, fed). Use body in a way that corresponds to size of object (e.g., pincer grasp with small objects) Shows rudimentary understanding of height, depth, near, and far.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.
Younger Toddlers (9-18 months) Demonstrates awareness of similarities and differences of objects. Makes simple comparisons between two objects when the differences are clear (e.g., select the big soccer ball and not the small tennis ball). Identifies differences between objects based on one variable (e.g., size or quantity). Explores volume through participation in filling and dumping objects in containers using the concepts of full and empty. Experiment with object relationships (e.g., what fits in openings to containers or tubes?).	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self. M 4a.3 Determines which object is bigger when given two to three objects. **M 6 Classification: Sorts and graphs** M 6.1 Notices when two objects are similar in some way.
Older Toddlers (18-36 months) Sorts objects by one attribute (e.g., color). Uses language to describe attributes (e.g., big/little, heavy/light). Compares and orders a small set of objects. Identifies daily routines and what comes next. Uses simple terms related to time (e.g., now, tomorrow, yesterday, or later).	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **SS 4 History & Sense of Time: Develops sense of time**

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	SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Younger Preschoolers (36-48 months) Sorts objects by one attribute such as color, length, weight or size. Matches objects of similar size. Uses language to label objects according to an attribute (e.g., big/little, tall/short). Classifies familiar objects into categories (e.g., fruits or vegetables) with modeling and assistance. Uses Standard and non-Standard ways and tools to measure and compare (e.g., three hands long) with modeling and assistance. Predicts upcoming events based on prior knowledge (e.g., pick up toys and then sit on rug for story time). Shows an understanding of variations of full (e.g. a little full, very full, just a little, etc.).	**M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Older Preschoolers (48-60 months) Compares and group objects using attributes of length, weight, and size, and explain reasoning (e.g., “I put all the big black buttons in this pile and the small black ones there.”). Sorts objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compares number of objects in each set. Classifies familiar objects into categories (e.g., fruits or vegetables).	**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 6 Classification: Sorts and graphs** M 6.5 Sorts objects by more than one feature and explains why. **SS 4 History & Sense of Time: Develops sense of time**

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Orders objects by size or length (i.e., seriation). Uses Standard and non-Standard ways and tools to measure and compare (e.g., three hands long). Uses terms such as before, after, now, later, tomorrow, and yesterday accurately.	SS 4.5 Uses language of time to describe familiar sequences of events.
Element 4a: Geometry and Spatial Sense	
Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.	
Infants (0-12 months) Explores objects of different shapes using different senses. Continues to look for an object when it is completely hidden. Attends to how objects move in space by tracking objects with their eyes and head. Explores relationships between objects through different actions (e.g., banging, rubbing, tapping together). Puts objects into other objects (e.g., rattle into bowl).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another.
Younger Toddlers (9-18 months) Experiments with body's relationship to objects (e.g., move body to see the front of doll). Manipulates objects of different sizes and shapes and how they fit together (e.g., nesting cups, or any object perceived to fit in container or tube).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **M 2b Spatial Awareness: Determines object location**

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Explores space with entire body (e.g., crawl under table, climb into a box). Completes simple knob non-connecting puzzles by turning shapes and fitting shape into place using trial and error. Follows simple directions related to position (e.g., in, on, up) with modeling and assistance.	M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Older Toddlers (18-36 months) Follows simple directions related to position (e.g., in, on, up) and proximity (e.g., next to, between). Matches basic two-dimensional shapes of same size. Creates pictures using simple shapes (e.g., using pattern blocks or parquetry blocks). Puts together and take apart shapes to form new shapes. Builds simple three-dimensional structures (e.g., stacking blocks). Completes 9-12 piece non-connecting puzzles by matching pictures or shapes.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. **M 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.
Younger Preschoolers (36-48 months) Names common two-dimensional shapes (e.g., square, rectangle, circle, triangle) regardless of orientation. Uses position words such as behind, in, on accurately. Uses two- and three-dimensional shapes to create pictures and structures.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. **M 2b Spatial Awareness: Determines object location**

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Completes a 5-7 piece connecting puzzle by looking at the picture and/or shapes.	M 2b.3 Finds or places objects next to, between, in front of or behind self.
Older Preschoolers (48-60 months) Names common two- and three-dimensional shapes, and their parts and attributes (e.g., “A triangle has three points.”). Combines (e.g., compose) and separate (e.g., decompose) shapes to make other shapes. Uses terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects. Follows simple directions related to relative position (beside, between, next to, etc.). Completes a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. **M 2b Spatial Awareness: Determines object location** M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.
Learning About the World: Science	
Element 1: Physical Sciences	
Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.	
Infants (0-12 months) Attends to and demonstrates interest in objects in their environment, using all of their senses to explore. Moves and handles objects to learn more about them (e.g., drop food from high chair to see what happens).	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.1 Kicks feet or shakes arms to make other objects move. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment.

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Explores ways to make different sounds with their bodies and objects (e.g., vocal sounds, clapping). Attends to objects that emit light. Looks for an object that is hidden out of sight.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Younger Toddlers (9-18 months) Repeats actions and observe results. Demonstrates ability to push and pull objects. Acts upon objects to make them move in different ways. Explores properties of liquids and solids (e.g., dumping water or blocks from a container, roll play dough).	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.2 Uses body to push or pull toys. SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Older Toddlers (18-36 months) Uses objects in more than one way (e.g., use a bucket as a stool). Labels physical properties of objects (e.g., big, heavy). Uses basic words to describe speed of motion (e.g., “My car go fast.”). Asks questions about motion and sound (e.g., Why?).	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals or people move. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.
Younger Preschoolers (36-48 months) Investigates and describes different types or speeds of motion.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.4 Explains how vehicles, animals or people move.

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Uses objects to effect motion (e.g., build ramp with blocks so cars go faster). Investigates and identifies solids and liquids.	SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
Older Preschoolers (48-60 months) Uses evidence to discuss what makes something move the way it does and how some movements can be controlled. Describes objects by their physical properties and states of matter. Investigates the differences between liquids and solids and explore how liquids can become solids, and solids become liquids. Uses objects to make different sounds (e.g., put beans in a can to make one type of sound and in a plastic tub to make another type of sound). Demonstrates the relationship between shadows, the objects that make them, and the light source.	**SCI 3a Physical Science: Explores forces and motion** SCI 3a.5 Experiments with and explores invisible forces, such as ramps and magnets. SCI 3a.6 Experiments and compares the movements of various objects and materials on a variety of surfaces. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
Element 2: Life Sciences	
Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.	
Infants (0-12 months) Demonstrates interest in people, plants and animals. Uses senses to explore and get information about the natural world.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.1 Explores immediate environment using senses. SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment.

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Younger Toddlers (9-18 months) Explores the characteristics of living things. Interacts with plants and animals. Points to basic body parts (e.g., eyes, nose, mouth).	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. **PD 4b Personal Care: Understands bodily functions** PD 4b.2 Points to body parts when prompted.
Older Toddlers (18-36 months) Asks questions about the natural world. Names basic body parts and point to more complex body parts (e.g., foot, knees). Identifies familiar animals and match them to their babies.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.
Younger Preschoolers (36-48 months) Identifies living from non-living things. Identifies and describe the functions of some body parts (e.g., use my legs to run). Categorizes common living things as either plants or animals.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Older Preschoolers (48-60 months) Describes how plants and animals, including people, grow and change over time.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.

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Explains how animals including people use their senses to gather information (e.g., noses are for smelling). Describes how baby animals are similar yet different from their parents. Discusses how animals meet their needs for shelter (e.g., birds build nests).	SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features. **PD 4b Personal Care: Understands bodily functions** PD 4b.4 Describes the function of basic body parts. Can locate body pain.
Element 3: Earth and Space Sciences	
Goal 1: Children construct concepts about Earth's systems, the impacts of human activity on these systems, and Earth's place in the universe through observations, exploration, and investigations.	
Infants (0-12 months) Explores water, soil, sand and rocks with adult guidance and support.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.1 Uses senses to explore objects in an immediate environment.
Younger Toddlers (9-18 months) Uses senses and simple tools to explore earth materials (e.g., digging soil, tapping rocks, pouring sand). Matches basic weather to types of clothing needed for weather (e.g., raincoat for rain, boots for snow). Points or attend to the objects in the sky during daytime and nighttime (e.g., moon, sun, stars, clouds).	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.
Older Toddlers (18-36 months) Explores properties of water, soil, rocks and sand independently.	**SCI 3b Physical Science: Explores the physical properties of materials**

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Observes and discusses weather using basic terms (e.g., sunny, rainy). Names the objects in the sky during daytime and nighttime (i.e., moon, sun, stars, clouds).	SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.
Younger Preschoolers (36-48 months) Observes and discusses changes in weather from day to day. Compares and describes texture of different earth materials.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Older Preschoolers (48-60 months) Records daily weather (e.g., sunny, rainy, snowy). Describes patterns of weather over time (e.g., in the winter it is cold and snowy). Recycled materials appropriately (e.g., compost food scraps). Investigates and asks questions about the properties of earth materials including water, soil, rocks, and sand.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon.
Element 4: Engineering Design	

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Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.	
Infants (0-12 months) Demonstrates interest in people and objects in the environment. Experiments with body movement. Tracks movement with eyes. Uses all senses to explore the properties of objects in environment to gain knowledge. Uses body to account for size when interacting with objects (e.g., opens arms wide to grasp a large ball). Carries objects, putting into containers and dumping.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Younger Toddlers (9-18 months) Coordinates body movement for purposeful actions. Acts on objects in different ways to make them move (e.g., pushing vs. kicking ball). Repeats actions purposefully, observing results. Pushes and pulls objects to observe results. Uses simple tools to explore functions (e.g., a hammer is for pounding, a crayon is for paper). Uses a tool to get to an out of reach object.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. SCI 4.4 Explores simple tools or interacts with simple types of technology. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures.

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Experiments with materials (e.g., crayons, markers, play dough). Experiments in multiple ways with objects to achieve goal. Asks, “What’s that?”. Experiments with arranging objects horizontally and vertically.	
Older Toddlers (18-36 months) Uses two toys together purposefully (e.g., use toy wrench to fix toy car). Experiments with everyday objects in novel ways. Builds structures experimenting with height and breadth. Asks questions about how objects work. Makes observations, experiments, and adjusts actions to gather information needed to solve physical problems. Uses simple tools as props for play (e.g., uses paper towel tube as tunnel for matchbox car or small balls). Stacks objects to build structures, including connecting blocks/units.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **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.
Younger Preschoolers (36-48 months) Investigates properties of movement through ramps, pulleys, tracks, etc. Understands cause and effect (e.g., "If I do this then that will happen.").	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.

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Builds and rebuilds elaborate structures out of a variety of materials experimenting with substance, height, breadth, and balance. Uses simple tools to experiment and observe functions. Investigates objects that require positioning and movement.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.4 When given a question, guesses a possible answer or outcome.
Older Preschoolers (48-60 months) Draws pictures that represent physical structures. Follows a simple visual plan to construct a structure. Asks why and how questions to figure out how objects work. Uses simple tools to construct solutions to problems. Uses classroom objects in novel ways to enhance child-directed play.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.6 Uses familiar tools or technology to produce a desired result or solve a specific problem. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.
Social Studies (SS)	
Element 1: Inquiry	
Goal 1: Children make sense of the world around them by actively gathering and interpreting information.	
Infants (0-12 months) Indicates awareness of what is happening in immediate surroundings. Explores objects in a variety of ways.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.
Younger Toddlers (9-18 months) Uses senses to investigate immediate surroundings.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.

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Older Toddlers (18-36 months) Asks “why” and other questions frequently. Seeks information through observation, exploration, and investigation.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Younger Preschoolers (36-48 months) Asks “why” and other questions to gain information, and attend to responses given.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment.
Older Preschoolers (48-60 months) Asks questions and participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. Collects, describes and records information through discussions, simple drawings, maps and charts. Describes and discusses predictions, explanations and generalizations based on past experience.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. SCI 1a.6 Predicts multiple outcomes to a question or situation and explains personal reasoning.

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Element 2: Family and Community; Civics, Government and Society	
Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.	
Infants (0-12 months) Demonstrates recognition of family members and caretakers by smiling, vocalizing, or crawling in their direction. Shows a preference for familiar versus unfamiliar adults. Explores the similarities and differences among people (e.g., touching their faces or hair, watching others' facial expressions). Seeks family members and other familiar adults for play and meeting their needs.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.1 Responds to and recognizes primary caregivers. SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. **SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Younger Toddlers (9-18 months) Uses simple words to show recognition of family members (e.g., Dada). Observes and imitates routine actions of family members and others whom child feels comfortable with. Shows comfort of being in familiar settings, routines.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person. SS 1a.3 Identifies familiar people and pets.
Older Toddlers (18-36 months) Demonstrates ability to point out and name family members and caregivers.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets.

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Responds accurately when asked for first and last name. Identifies some community workers by uniforms or equipment (e.g., become fireman when put on fireman hat, role play teacher). Follows simple rules at home or in the classroom. Uses play to communicate what they know about their community (e.g., pretend to go to a restaurant). Helps with daily routines (e.g., passing out cups and napkins at snack time).	SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness.
Younger Preschoolers (36-48 months) Talks about close family members and their relationships to each other. Contributes to their class community (e.g., help clean up area didn't play in). Identifies self as part of a specific group (e.g., family, class). Demonstrates knowledge of a group's rules and outcomes of choices they make. Takes part in the responsibilities of being in a family or group (e.g., participate in clean-up).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Older Preschoolers (48-60 months) Identifies various groups they belong to (e.g., family, class, neighborhood).	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.

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Defines group membership according to different contexts (e.g., class member, family members, T-ball team). Describes their own family structure and family roles. Acts as citizens by demonstrating positive interactions with group members. Explains the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community. Describes roles and responsibilities of various occupations in their community (e.g., policeman, teachers, librarians).	SS 1a.6 Compares roles, rules and responsibilities between different groups. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. SS 2a.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. **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.
Element 2a: Global Citizenship	
Goal 1: Children learn citizenship skills across different settings building towards "global citizenship" skills.	
PreK/Kindergarten Basic citizenship skills such as rule making and compliance, and how these change in different settings (school, home, community). Building upon executive functioning skills (self-regulation) is important for being able to be a contributing "citizen" when working in groups.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.
Element 3: Physical and Cultural Geography	
Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.	
Infants (0-12 months)	**SS 3a Geography: Identifies types of places** SS 3a.1 Responds to changes in the immediate environment.

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Explores similarities and differences of familiar people by touching faces, feeling their hair, etc.	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
Younger Toddlers (9-18 months) Explores places in home environment, as well as in other familiar places. Locates where favorite objects are kept.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. **SS 3b Geography: Interacts with maps** SS 3b.1 Navigates within a familiar environment.
Older Toddlers (18-36 months) Identifies usual locations of familiar objects and people (e.g., points out own cubby). Points out places in the community where they have had experiences (e.g., library, store). Identifies similarities and differences between self and others.	**SS 3a Geography: Identifies types of places** SS 3a.2 Recognizes familiar places. SS 3a.3 Identifies a variety of familiar places in own community. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others.
Younger Preschoolers (36-48 months) Uses simple positional terms to describe location of familiar objects and people. Works to help care for their environment (e.g., recycle paper, pick up litter on walk). Describes own family traditions and cultural celebrations. Asks simple questions about others' cultural traditions and celebrations.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community. SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. **M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object.

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	SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Older Preschoolers (48-60 months) Identifies features of the physical environment around them (e.g., roads, buildings, bodies of water). Describes or draw features of the geography of their classroom, home, and community. Explains that people share the environment with other people, animals, and plants. Describes ways people can help take care of the environment (e.g., recycle). Points out own physical and family characteristics and those of others. Respects physical and cultural differences of others.	**SS 3a Geography: Identifies types of places** SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community. **SS 3b Geography: Interacts with maps** SS 3b.5 Identifies what is represented on a map and draws pictures of current location. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Element 4: History	
Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.	
Infants (0-12 months) Notices daily routines. Responds to changes in daily routines.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.2 Participates in familiar routines and transitions with support.
Younger Toddlers (9-18 months)	**SS 4 History & Sense of Time: Develops sense of time**

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Adapts to some changes in daily routines. Participates in imitative play of simple actions observed in the recent past (e.g., feeding doll).	SS 4.2 Indicates the beginning or ending of an event. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support.
Older Toddlers (18-36 months) Demonstrates through imitative play events observed in the past (e.g., going shopping). Follows routines with simple sequence of events practiced in the past (e.g., wash hands before snack).	**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.”. SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Younger Preschoolers (36-48 months) Relates a personal story from the past with assistance (e.g., "When I was a baby…”). Uses concepts of yesterday, tomorrow, a long time ago with assistance. Describes sequence of simple routines (e.g., flush toilet then wash hands) with reminders.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.
Older Preschoolers (48-60 months) Differentiates between past, present, and future. Describes events that happened in the past (e.g., family or personal history). Explains how people live and what they do changes over time.	**SS 4 History & Sense of Time: Develops sense of time** SS 4.5 Uses language of time to describe familiar sequences of events. SS 4.6 Retells historical, fictional or past events or stories. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.

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Uses concepts of before, after, yesterday, tomorrow with good accuracy. Describes sequence of routines (e.g., getting ready to go outside) practiced in the past with good accuracy.	
Element 5: Economics	
Goal 1: Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.	
Infants (0-12 months) *No examples are provided at this age range in the VELS.*	—
Younger Toddlers (9-18 months) Uses concept of “more” (e.g., sign, verbalizes or indicates “more”).	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.2 Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.
Older Toddlers (18-36 months) Uses basic concept of trading with others to get a desired object. Identifies occupations familiar people have (e.g., Mommy is a teacher.).	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.3 Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade. **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.
Younger Preschoolers (36-48 months) Explains reasons why people work (e.g., to buy food).	**SS 2b Civics & Economics: Understands concepts of money and economics**

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Uses pretend money during dramatic play to purchase goods and services. Describes some occupations and the work people in those occupations do (e.g., firefighter, teacher).	SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the concept of money. SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.
Older Preschoolers (48-60 months) Describes how people interact economically (e.g., use money to purchase things or services). Describes roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer). Identifies basic needs people have (e.g., food, clothing).	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.
Element 5a: Financial Literacy	
Goal 1: Children learn personal financial literacy vocabulary and themes including spending, saving, employment income and financial decision making.	
Prekindergarten Through play scenarios discuss different representations of money (cash, checks, plastic credit card, phone apps). Explain how employment (jobs) earns money (income) to spend or save. Identify basic needs versus wants (food and clothing vs. toys and sweets).	**SS 2b Civics & Economics: Understands concepts of money and economics** SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services. SS 2b.6 Exchanges money, goods or services for other goods or services. Identifies value of differing coins.

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Developmental Continuum of Skills

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

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

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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.