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Alignment of the

Experience Developmental Continuum of Skills

with

Washington State Early Learning and Development Guidelines

experience baby™ experience toddler™ experience preschool™

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The Experience Developmental Continuum of Skills

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

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

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

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



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






1. About me and my family and culture	
Family and culture	
Young Infants (Birth to 11 months) *Young Infants develop trusting relationships with familiar adults* Show preference for primary caregivers. Smile at, make sounds, and move body to interact with caregivers. Smile, wave or laugh to respond to friendly adults. Respond to caregiver's face, words and touch. Cry to express or relieve self of a variety of feelings; cry may increase when caregiver listens and responds to child's need. Feel safe releasing feelings (such as by crying, trembling, etc.) in the presence of a familiar adult. Cry when caregiver is not in sight or cling to caregiver when strangers are nearby.	**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. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Older Infants (9 to 18 months) *Older Infants develop trusting relationships with familiar adults* Respond when someone speaks the child's name. Seek out trusted caregiver(s) for comfort and support. Demonstrate fear of unknown people and places.	**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. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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Toddlers (16 to 36 months) Have a relationship with caregivers or family other than the parents or main caregiver. Show preference for familiar adults and peers. Feel comfortable in a variety of places with familiar adults (such as at home, in the car, store or playground). Express caution or fear toward unfamiliar people. Recognize roles within the family. Participate in family routines. Enjoy stories, songs and poems about a variety of people and cultures.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.1 Listens to stories or music related to cultures and traditions. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.
Ages 3 to 4 Years Remember the people who are important in the child's life. Name most family members, including extended family. Recognize the importance of cultural celebrations and traditions. Show or talk about objects from family or culture.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.
Ages 4 to 5 Years Take pride in own family composition and interest in others'. Understand that families are diverse.	**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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Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.	**SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.5 Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures. **SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Self concept	
Young Infants (Birth to 11 months) Respond with movement and/or sounds when someone speaks the child's name. Explore own toes and fingers. Repeat an action to get more effect (such as wriggling in the crib to shake a mobile hanging above, smiling and cooing to get the caregiver to smile back). Show pride (face "lights up") at own behavior.	**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.
Older Infants (9 to 18 months) *Older Infants show their preferences* Protest when does not want to do something; know what he or she likes to do. Point to indicate what he or she wants. Choose things to play with.	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. SED 1b.2 Seeks out or responds to favorite or preferred toys, objects or people. **SED 1c Self-Awareness: Completes tasks independently**

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Try to do things on own. Show joy when completing a simple task.	SED 1c.2 Attempts to do a familiar task or explore objects independently.
Toddlers (16 to 36 months) Separate from main caregiver when in familiar settings outside the home. Recognize and call attention to self in a mirror or in photographs. Show awareness of being seen by others (such as repeating an action when sees someone is watching). Show self-confidence; try new things. Make choices (such as what clothes to wear) and have favorite books, toys and activities. Take pride in showing completed projects (such as a drawing or stack of blocks) to caregiver. Name and express many emotions in self, familiar people, pets. Seek the comfort of adults significant to him/her when in new or uncomfortable situations, or needing help, or feeling strong emotions.	**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 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. **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 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.
Ages 3 to 4 Years Proud to say own first and last name. Know self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs. Notice self as an important person to family and friends.	**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.
Ages 4 to 5 Years	**SED 1a Self-Awareness: Knows self and expresses confidence**

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Describe what he or she likes and is interested in. Choose activities to do alone or with others (such as puzzles, painting, etc.).	SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option.
Self management	
Young Infants (Birth to 11 months) *Young Infants efficiently release tension through babbling, crying, trembling, yawning and laughing.* Cry, make sounds and move body to let caregiver know of the need for help, attention or comfort. Respond by relaxing or crying harder when adult pays attention. Grow more confident when encouraged to release feelings. Use sounds, facial expressions, and body movements to connect with others and with objects in the environment. Hold caregiver's attention by babbling, looking at face, etc. Look away at times to control the timing of the interaction. *Young Infants begin to calm their own feelings.* Use adult to reassure self by cuddling, grasping adult's finger, etc. Comfort self by cooing, babbling, or by clutching, sucking or stroking a favorite blanket or other item.	**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. **SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support.

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Young Infants use a trusted adult as a secure base from which to explore Move away from adult by rolling, scooting, etc.; look back at adult. Look for caregiver's response in uncertain situations or when trying something new. Wait briefly to touch or eat something in response to caregiver's direction. *Young Infants begin to notice routines* Participate in repeated routines, such as lifting arms toward caregiver to be picked up.	
Older Infants (9 to 18 months) *Older Infants use trusted adult as a secure base from which to explore* Look for caregiver's response in uncertain situations or when trying something new. Test caregiver's response, such as reaching for a forbidden object, then looking to see how caregiver responds. Move away from caregiver to explore environment; may do so repeatedly. Pay attention to an object a caregiver is looking at or talking about. Make an effort at times to reengage a caregiver's attention if he or she is distracted. *Older Infants begin to participate in repeated routines*	**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. **SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to. **SS 2a Civics & Economics: Follows rules, limits and expectations**

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Participate in repeated routines, such as lifting arms toward caregiver to be picked up. Follow some rules and routines, and simple directions. *Older infants continue to express emotions* Either relax or cry harder when adult pays attention. Grow more confident when encouraged to release strong feelings. Express and respond to a variety of emotions.	SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Toddlers (16 to 36 months) Remember and follow simple routines and rules some of the time. Direct others to follow simple rules and routines, even when he or she does not follow them. Have trouble learning new behavior when routines are changed. Respond well to adult guidance, most of the time. Test limits and try to be independent. Stop an activity or avoid doing something if directed. Express strong feelings through tantrums. Do things the child has been told not to do. Show assertiveness, such as giving orders to others. Show growing ability to remember past experiences and tell an adult about them, including information about simple emotions.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. **SED 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 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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules and routines and helps make group decisions. Expresses feelings about fairness. **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.
Ages 3 to 4 Years	**SED 2a Self-Regulation: Manages feelings and behavior**

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Show personal likes and dislikes. Identify favorite and familiar activities. Find it hard to cooperate when tense, hungry, scared, sad, angry, etc., resulting in behavior that is hurtful, harmful or withdrawn. Release or redirect emotional tensions—cry, laugh, tremble, yawn, sing, jump, walk—becoming more relaxed and cooperative afterward. Remember and cooperate in daily routines, such as getting into a car seat, and in changes from one activity to another, with occasional reminders. Manage changes in routines and learn new behaviors with a little practice. Identify simple rules and expect others to follow them. Predict what comes next in the day, when there is a consistent schedule. Express delight in own abilities. (“I did it myself!”) Be able to identify when something is hard to do. Sometimes turn down a treat now if a better treat will be available later.	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.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion. **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.
Ages 4 to 5 Years Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble,	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.

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yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward. Associate emotions with words and facial expressions. Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play. Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems. Begin to enjoy games where the child has to change behavior in response to changing directions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.3 Recognizes and names a few personal feelings. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break”. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Learning to learn	
Young Infants (Birth to 11 months) *Young Infants observe and explore their surroundings* Explore own body (such as reaching for toes); explore the face and body of caregivers (such as touching ears, hair, hands). Show preference for certain toys and activities. Show interest in exploring, feeling and looking at objects new to the child. Use all senses to explore. Begin to act bored (cry, fussy) if activity doesn’t change. Start interactions with familiar adults and children (such as by smiling or making sounds).	**ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Start to show the ability to briefly hold in mind a memory of people and things that are out of sight.	
Older Infants (9 to 18 months) Use all senses and a variety of motions to explore. Learn through play and interaction with others. Try different approaches to reaching a desired object or achieving a goal. Make creative use of items, such as turning a bucket upside down to be the base for a tower. Actively play games with caregivers that involve repetition, such as peek-a-boo; anticipate own turn. Experiment to see if objects have the same effects, such as shaking a stuffed animal to see if it makes a noise like a rattle. Apply something already learned to something new, such as banging on a drum to make a sound, then banging on a bucket. Repeat a simple activity until successful. Stay focused on an activity for a sustained period of time. Begin to be able to hold information in mind (such as the location of a hidden object) and keep track of simple changes (track the movement of a hidden object).	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **SCI 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. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Toddlers (16 to 36 months) Actively explore the environment.	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently.

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Ask questions. Try new ways of doing things. Experiment with the effect of own actions on objects and people. Insist on some choices. Choose an activity and keep at it for longer periods of time. Want to do favorite activities over and over. Seek and accept help when encountering a problem. Invent new ways to use everyday items. Enjoy pretend play and creating things. Change behavior based on something the child learned before.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Ages 3 to 4 Years Copy adults and playmates. Enjoy creating own play activities. Explore objects new to the child while playing. Become engrossed in an activity and ignore distractions briefly.	**ATL 1a Attention & Persistence: Attends** ATL 1a.4 Focuses on an engaging activity for a short period of time independently. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person. **SCI 1b Investigation & Inquiry: Observes, describes and records**

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Imitate real-life roles/experiences in simple role plays. Develop own thought processes and ways to figure things out. Identify questions and puzzles, and have ideas about ways to figure them out. Try some of these ideas. Recognize when making a mistake and sometimes adjust behavior to correct it.	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
Ages 4 to 5 Years Be curious; interested in trying things out. Stay with a task for more than five minutes and attempt to solve problems that arise. Use imagination to create a variety of ideas. Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”). Use play as a way to explore and understand life experiences and roles. Recognize when making mistakes and fix these errors during a task.	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. **CA 4a Drama: Participates in dramatic and symbolic play**

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	CA 4a.4 Plays a role in group dramatic play.
2. Building relationships	
Interactions with adults	
Young Infants (Birth to 11 months) Smile at adults. Respond to contact with adults, and later, initiate, by using vocalization, facial expressions and body movement. Enjoy playing with adults (shown by happy gestures, smiles, gurgles, etc.).	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Older Infants (9 to 18 months) Enjoy playing with adults. Follow adult's pointing or gaze to share the same activity or topic. Initiate interactions by smiling, with vocalizations or gestures.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to.
Toddlers (16 to 36 months) Start interactions and play with adults. Seek out attention from adults. Enjoy turn-taking games with caregivers and may direct adult in his or her role.	**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.
Ages 3 to 4 Years	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

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Separate from important adults, sometimes relying on another adult to feel safe. Release tensions through laughter, tears, trembling, talking, or yawning. Initiate interactions and engage in play with adults. Show affection for important 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.
Ages 4 to 5 Years Seek emotional support from caregivers. Understand that adults may want the child to do something different than he/she wants to do.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. **SED 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. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
Interactions with peers	
Young Infants (Birth to 11 months) Smile at other children. Initiate contact with other children with vocalizations, facial expressions and body movements. Enjoy interacting with other children (shown by happy gestures, smiles, gurgles, etc.).	**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.
Older Infants (9 to 18 months) Respond to others' smiles and emotions. React when someone is crying or upset.	**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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Show interest in other children by watching and trying to imitate them (such as following an older sibling around). Recognize other children, their names and their family members.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person.
Toddlers (16 to 36 months) Play side-by-side with another child, at times. Remember and use the names of familiar peers. Start interacting with peers. Show interest in and call them by name. Recognize and want to be with playmates the child knows. Observe and imitate other children's play. Begin to include other children in play, such as chase games.	**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 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.3 Watches others play and plays side by side with another person.
Ages 3 to 4 Years Engage in play with other children. Join in group activities. Initiate play with friends, siblings, cousins and/or others. Share and take turns with other children. Show affection or closeness with peers. Make decisions with other children, with adult help.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision. **ATL 2b Flexibility & Play: Engages in play**

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	ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Ages 4 to 5 Years Play with children the same age and of different ages. Initiate an activity with another child. Invite other children to join groups or other activities. Make and follow plans for games with other children.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **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.6 Engages in social play and creates goals and scenarios that involve creative problem-solving.
Social behavior	
Young Infants (Birth to 11 months) Notice others' physical characteristics (such as by patting a sibling's hair). Notice emotional expressions of adults and other children. Imitate facial expressions. Play social games.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. SED 3d.2 Explores different facial expressions, such as in pictures. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. SED 3c.2 Mimics actions of others. **SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.

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Older Infants (9 to 18 months) Laugh when others laugh. Interact with children; notice similarities and differences. Take turns in social games.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.1 Adjusts behavior according to emotional or facial response of a familiar person. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.1 Engages in simple social interactions, such as games like peek-a-boo. **SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures.
Toddlers (16 to 36 months) Be excited to see friends and familiar people. Have a preferred playmate. Notice when someone familiar is absent (“Where is Simon?”). Notice when others are happy or sad and name emotions. (“Mia sad.”) Notice that what the child likes might not be the same as what others like. Follow family routines, such as what the family does at dinner time. Be upset when family routines are not followed or change. Start to act appropriately as a member of various communities, such as family, classroom, neighborhood, faith community. Help with simple chores in the family or classroom community.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **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 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.
Ages 3 to 4 Years	**SED 3d Social relationships: Identifies and respects emotions of others**

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Respond to directions from adults about putting items away or being careful with them. Begin to remember and follow multistep directions. Notice where things belong and help put them away (such as toys, putting own dishes in the wash basin). Work with others as part of a team. Explore, practice and understand social roles through play. Adopt a variety of roles and feelings during pretend play. Plan play by identifying different roles needed and who will fill these roles. Consider changing roles to fit the interests of children playing. Tell stories and give other children the chance to tell theirs. Sing, drum and/or dance with others. React to peers' feelings (empathy).	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SS 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. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **LLD 1b Listening: Follows directions** LLD 1b.5 With prompting, follows multi-step directions given verbally.
Ages 4 to 5 Years Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders. Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things. Cooperate with other children, share and take turns.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. **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.

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Connect emotions with facial expressions. Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors. Listen to what other children want and make plans that take these desires into account. Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others' feelings when making decisions. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
Problem solving, conflict resolution	
Young Infants (Birth to 11 months) *No examples are provided at this age range in the Washington State Early Learning and Development Guidelines.*	
Older Infants (9 to 18 months) Accept adults stepping in when there are disputes over toys and play.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.
Toddlers (16 to 36 months) Find it hard to wait for a turn. Use adult help to share and take turns. Respond appropriately (most of the time) when another child expresses wants, such as to look at a book with him or her.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.
Ages 3 to 4 Years Accept/reach out to children who are different.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.6 Considers others' feelings when making decisions.

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Identify ways to change behavior to respond to another's desires or needs. Remember and follow through on the agreement without further reminders, some of the time. Wait for a turn.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **SS 1c Culture & Community: Respects diversity** SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
Ages 4 to 5 Years Ask for help from another child or an adult to solve a problem. Make decisions and solve problems with other children, with adult help. Observe that others may have ideas or feelings that differ from the child's own. Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.6 Considers others' feelings when making decisions. **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. **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.
3. Touching, seeing, hearing and moving around	
Using the large muscles (gross motor skills)	
Young Infants (Birth to 11 months) Lift head; lift head and chest with weight on hands, when lying on stomach. Hold head upright and steady without support.	**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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When lying on back, bend at hips to lift feet, reach with hands and arms, move head side to side; begin to notice own hands. Roll from back to side, back to front and front to back with increasing control. Move to explore (roll, crawl, scoot, creep). Sit with support; and later, sit without support. Stand with support.	
Older Infants (9 to 18 months) Rock back and forth on hands and knees; creep or crawl. Pull self up to a stand, holding onto something or someone. Walk holding onto furniture (“cruising”). Walk. Climb. Dance or move to music.	**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.
Toddlers (16 to 36 months) Walk and run well, or use a mobility device, if needed. Change speed and direction. Climb into and out of bed or onto a steady chair. Jump up and down. Squat. Stand on tiptoe.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.

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Pull toys while walking. Walk up and down stairs one at a time. Kick a ball that is not moving. Throw a ball or beanbag. Catch a large, bounced ball against the body. Enjoy being active. Join in active games, dance, outdoor play and other physical activity.	
Ages 3 to 4 Years Further develop movement skills using the whole body, such as walking, jumping, running, throwing and climbing. A child in a wheelchair might start and stop the chair, and hold the body upright. Use both hands to grasp an object, such as catching a large ball. Balance briefly on one leg, such as for kicking a ball. Show coordination and balance, such as in walking along a line or a beam. Enjoy vigorous play with peers and/or adults. Enjoy the challenge of trying new skills.	**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. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Ages 4 to 5 Years Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.

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Use both hands to catch. Throw with good aim. Kick an object. Show good balance and coordination, such as walking on a wide beam or line. Enjoy challenging him- or herself to try new and increasingly difficult activities.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Using the small muscles (fine motor skills)	
Young Infants (Birth to 11 months) Grasp caregiver's fingers. Play with own hands by touching them together. Reach for toys, objects and bottles with both hands. Transfer toys or objects from hand to hand. Reach, grasp and release objects.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object. PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self.
Older Infants (9 to 18 months) Use fingers and toes in play. Manipulate balls and other toys. Enjoy using different ways to manipulate, such as pounding, tapping, etc. Pick up things (such as cereal O's) between thumb and forefinger. Coordinate eye and hand movements, such as putting things into a box.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.2 Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks, such as feeding self. PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands.
Toddlers (16 to 36 months)	**PD 2 Fine Motor: Builds strength and coordination of small movements**

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Reach, grasp and release with more control. Use tools such as spoon, crayon, toy hammer. Use fingers to paint, play with clay, line up blocks. Stack a few blocks. Grasp small items with thumb and finger. Nest up to five cups or other items.	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.
Ages 3 to 4 Years Draw some shapes and lines using a crayon or pencil. Work puzzles of three or four pieces. Develop eye-hand coordination, such as in stringing large beads. Button large buttons, zip and unzip clothing, and open and close other fasteners. Persist some of the time in practicing skills that are difficult.	**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. **ATL 1b Attention & Persistence: Persists** ATL 1b.5 Begins to persist on a challenging activity with teacher support.
Ages 4 to 5 Years Open and close a blunt scissors with one hand, and cut a straight line. Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers. Work puzzles of up to 10 pieces. Write some letters or numbers.	**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. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently.

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Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.	
Using the senses (sensorimotor skills)	
Young Infants (Birth to 11 months) Turn toward sound and touch. Focus eyes on near and far objects; recognize familiar people and things at a distance. Follow moving things with eyes. Explore things nearby with mouth and hands. Actively play, exploring and interacting with what's nearby.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Older Infants (9 to 18 months) Use sense of smell, touch, taste, sight and hearing to experience objects. Enjoy exploring and responding to different textures, such as hard tabletops or soft cushions.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Toddlers (16 to 36 months) Dance or move to music and rhythms. Show eye-hand coordination—build with blocks, work simple puzzles, string large beads, put together and take apart items like pop beads. Become aware of where the body is in relation to other things, such as walking around a table without bumping into it.	**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. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.

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Ages 3 to 4 Years Move body to music or rhythm. Drum, sing, play musical instruments and listen to music from different cultures.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.2 Participates in activities related to cultures or traditions.
Ages 4 to 5 Years Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors.
4. Growing up healthy	
Daily living skills (personal health and hygiene)	
Young Infants (Birth to 11 months) Soothe self and fall asleep. Participate in dressing.	**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. **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.
Older Infants (9 to 18 months)	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing**

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Begin to be aware of own needs (cry when need changing, get blanket when tired, etc.). Soothe self and fall asleep. Help with dressing, undressing and diapering. Wash and dry hands, with help.	PD 4a.1 Cries or moves body when physical needs are not met. PD 4a.2 Begins to participate in self-care activities and recognizes the difference between dirty and clean. PD 4a.3 With help, participates in self-care routines. **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.
Toddlers (16 to 36 months) Want to take care of self. Dress and undress completely (except for fasteners), with help. Have sleeping routines, such as getting and arranging soft toys to take to bed. Sleep well. Wake up rested and ready to be active. Show interest in toilet training. Use the toilet by about age 3 years, with help. Wash and dry hands, with only a little help needed. Cooperate with tooth-brushing.	**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.
Ages 3 to 4 Years Dress and undress with help. Take off coat and put it where it belongs. Begin to take care of own toileting needs. Wash hands and use a towel to dry them.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.

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Ages 4 to 5 Years Participate easily and know what to do in routine activities (such as meal time, bed time). Communicate need to rest, drink and eat. Stay awake all day except, for some children, during nap time. Dress and undress, with only a little help needed. Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands). Wash and dry hands before eating and after toileting, with some adult help. Cooperate while caregiver assists with brushing teeth. Cover mouth when coughing.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult. PD 4a.6 Maintains personal needs and proper hygiene with occasional reminders. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Nutrition and health	
Young Infants (Birth to 11 months) Suck and swallow. Connect breast or bottle with getting fed. Help caregiver hold the bottle. Chew and bite; eat finger foods.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.1 Cries when hungry. PD 5.2 Communicates the need to eat and feeds self some finger foods.
Older Infants (9 to 18 months) Grasp and drink from a cup.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.

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Feed self with a spoon. Eat finger foods. Eat a variety of nutritious foods. Be able to control the speed of eating.	PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.
Toddlers (16 to 36 months) Feed self with a spoon, without help. Feed self a sandwich, taking bites. Recognize and eat a variety of healthy foods. Choose among food options. Name five or six of own body parts.	**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. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. **PD 4b Personal Care: Understands bodily functions** PD 4b.3 Identifies basic body parts.
Ages 3 to 4 Years Try different healthy foods from a variety of cultures. Help to set and clear the table for meals. Self serve meal items. Engage in a variety of active play and movement activities. Play outdoor games.	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.
Ages 4 to 5 Years Help prepare healthy snacks. Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.	**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 5.6 Describes how nutritious food helps the body grow and develop and helps to prepare food.

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Serve self at family-style meals. Know what self-care items are used for (such as comb and toothbrush).	
Safety	
Young Infants (Birth to 11 months) Prefer caregiver over a stranger. Stop/wait when caregiver says “no” or gives a nonverbal cue for alarm/danger.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Older Infants (9 to 18 months) Be able to tell who are his or her main caregivers and family, and who are strangers. Be distracted from unsafe behavior with words (such as “no-no” or “stop”) or signals from adults. Look to adults before initiating an unsafe behavior.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.2 Recognizes the difference between a familiar and unfamiliar person.
Toddlers (16 to 36 months) Recognize safety rules, but not always follow them.	**PD 3 Safety: Demonstrates safe practices** PD 3.2 Responds to possible dangers in environment and avoids them when prompted. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.

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Ages 3 to 4 Years Hold parent's/caregiver's hand when walking in public places. Begin to learn safety rules for the child's daily activities.	**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.
Ages 4 to 5 Years Identify trusted adults who can help in dangerous situations. Follow safety rules indoors and outdoors. Keep a distance from wildlife.	**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. **SED 3a Social relationships: Develops relationships with adults** SED 3a.6 Identifies trusted adults in the community and describes when to seek help.
5. Communicating (literacy)	
Speaking and listening (language development)	
Young Infants (Birth to 11 months) Show interest in speech of others. Cry, coo and make other sounds. Cry in different ways depending on whether hungry, in pain or tired. Imitate adult facial expressions. Respond when the child's name is called. Vocalize, squeal, laugh and gesture to communicate. Babble, try to talk and copy sounds. Begin to say consonant sounds, such as "m," "b."	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. LLD 2a.2 Uses a few words, signs or word-like sounds to communicate. **LLD 1a Listening: Understands and interprets language** LLD 1a.1 Turns head toward the person speaking. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 2c Communication: Uses sentence structure** LLD 2c.1 Mimics single sounds. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction.

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Pay attention to what adult is looking at or pointing to. Use a variety of sounds to express emotions. Reach and point to communicate. Follow simple requests. Take turn in “conversation” or vocal play with adults. Say first word.	**ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to. **SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Older Infants (9 to 18 months) Turn to the person speaking, and pay attention to what the speaker is looking at or pointing to. Turn, stop or speak when name is called. Respond appropriately to familiar words (such as clapping when caregiver says “Clap”). Point to familiar persons and things in answer to the question “Where is _____?” Use words, sounds and gestures to get attention, make requests, comment, greet. Use consistent sounds to indicate a specific person or thing, such as saying “dada” for daddy. Name familiar people, animals and objects. Use eight to 20 understandable words in home language.	**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 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 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. **LLD 2c Communication: Uses sentence structure** LLD 2c.2 Communicates using one- to two-word sentences. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.

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Use single-word speech (such as saying “Up” to be picked up) and short, two-word sentences (“Me go.”). If learning two languages, may not use words in the second language, but communicate with gestures and facial expressions. Take part in simple conversations. Enjoy following single-step directions. (“Bring me the ball”)	**LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. **ATL 1a Attention & Persistence: Attends** ATL 1a.2 Attends to what others are looking at or pointing to. **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.
Toddlers (16 to 36 months) Respond appropriately to familiar words. Respond to directions that include verbs, such as run, jump, reach, open. Touch correct body parts in songs or games where you identify parts of the body. Use more than 100 words. When learning more than one language, the child might not use words equally in both languages. Enjoy learning new words. Point to and name objects when told their use (“What do you drink with?”). Name items in a picture book, such as a cat or tree. Use mostly one- and two-syllable words, with some three-syllable words. Use three- or four-word sentences with a noun and verb. Use negatives (“I don’t want it”).	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. **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 2b Communication: Uses conversational skills** LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. **LLD 2d Communication: Uses and expands vocabulary**

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Use adjectives in phrases (such as a big bag, or a green hat). Ask and answer simple questions, as appropriate for the culture. Speak clearly enough in home language to be understood most of the time. Begin to follow grammatical rules, though not always correctly. Change tone to communicate meaning. Recount an event, with help. Communicate about recent activities. Remember and follow simple directions in home language and attempt to make sense of directions that include gestures (such as the gesture for “come here”) in a second language. Follow two-step directions with complex sentence structure (noun + verb + adverb, such as “Put the toys away quickly”). Struggle if too many directions are given at once. Take turns in longer conversations. Use gestures or phrases to show respect for others, though need adult prompts sometimes. Enjoy making animal sounds to represent familiar animals.	LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called. LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe. **LLD 1b Listening: Follows directions** LLD 1b.2 With prompts and gestures, follows a one-step direction. LLD 1b.3 Follows related two-step directions given verbally. **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. **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.
Ages 3 to 4 Years Communicate with body language, facial expression, tone of voice and in words. Say name, tribal or religious name if the child has one, age and sex.	**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.

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Show preference for the home language. Name most familiar things. Name one or more friends and relatives. Ask the meaning of new words, then try using them. Speak so most people can understand. Use words like “I,” “me,” “we,” and “you” and some plurals (such as cars, dogs). Use multi-word sentences, phrases, and gestures to communicate needs, ideas, actions and feelings. Respond to questions verbally or with gestures. Ask questions for information or clarification. Enjoy repeating rhyming words or word patterns in songs, poems or stories. Show awareness of separate syllables in words by tapping or clapping for each syllable. Remember and follow directions of one or two steps. Struggle to remember and follow complicated or multi-step directions. Know three to seven words in tribal language (if the family has one) and use them regularly. Participate in conversations. Take turn in group conversations, and listen to others in group for a short period of time.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2b Communication: Uses conversational skills** LLD 2b.4 Stays on topic for two to three exchanges. **LLD 2c Communication: Uses sentence structure** 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.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. **LLD 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. **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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Recognize rising and falling intonations, and what these mean.	
Ages 4 to 5 Years Know and use several hundred words in home language. Use new words on own. Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared). Talk in sentences of five or six words. Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification. Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”). Remember all parts and respond correctly to a request (such as “Bring me the green towel”). Tell some details of a recent event in sequence. Tell a short make-believe story, with adult help. Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening. State own point of view, and likes and dislikes using words, gestures and/or pictures. Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).	**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 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges. **LLD 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. **LLD 1b Listening: Follows directions** LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.6 Follows multi-step directions given verbally. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.3 Engages in word and sound play through songs and games.

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Sing a song or say a poem from memory.	
Reading	
Young Infants (Birth to 11 months) Imitate sounds of language. Show awareness of the sounds of spoken words by focusing on the person speaking. Explore books' physical features (such as by chewing on cloth books). Focus attention for a short period of time when looking at books. Begin to participate in stories, songs and fingerplays.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Older Infants (9 to 18 months) Make the sounds of familiar words when read to. Show awareness of the sounds of spoken words by focusing on the person speaking. Point to pictures and words in book; have favorite books; increasingly able to handle books, with help; try to turn pages. Bring a book to an adult to read aloud. Focus attention for a short period of time when looking at books.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. LLD 6a.2 Chooses and holds a book and looks intently at each page. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.1 Looks at and listens to books read aloud by an adult. LLD 6b.2 With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.1 Opens and closes books, looks at them and points to pictures.

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Participate in stories, songs, finger plays and rhymes.	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. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Toddlers (16 to 36 months) Enjoy reciting phrases from familiar rhymes, stories and fingerplays. Say the last word of a familiar rhyme to complete it. Join in rhyming games and songs with other children. Sing songs with or recite letters of the alphabet. Begin to understand that print represents words (for example, pretend to read text). Know the right side up of a book. Turn pages, usually one at a time. Imitate reading by turning pages, remembering and telling the story. Notice both words and pictures on a page. Describe the action in pictures. Recite familiar words in a book when read to. Recall characters or actions from familiar stories. Anticipate what comes next in known stories. Recognize print in the neighborhood (such as stop signs, signs on buildings, etc.).	**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 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.2 With prompting, answers “where” questions by pointing to pictures and repeating words from familiar stories. LLD 6b.3 Identifies the characters and setting in a story. **LLD 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 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs. LLD 3a.2 Repeats the last word in familiar rhymes when prompted. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.2 Participates in letter songs and activities.

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Ask to be read to, or for storytelling. Request a favorite book or story many times.	
Ages 3 to 4 Years Identify print on signs, etc., asking “What does that say?” Identify own name as a whole word. Match the beginning sounds of some words. Find objects in a picture that have the same beginning sound, with some adult help. Decide whether two words rhyme. Request a favorite book. Enjoy picture books and being read to. Enjoy looking at books on own. Use pictures to predict a story. Listen to and follow along with books in a different language. Turn book pages one at a time. Use own experiences to comment on a story, though the comments might not follow the story line. Retell simple, familiar stories from memory while looking at the book.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. 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.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 5.2 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 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 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. **SLA 2a Second Language Acquisition: Demonstrates comprehension of target language**

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	SLA 2a.2 Early Production: Responds to simple words, phrases and questions in target language, especially in combination with other cues.
Ages 4 to 5 Years Know some basic rules of grammar (such as correctly using “me” and “I”). Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text. Understand which symbols are letters and which are numbers. Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”). Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information. Begin to recite some words in familiar books from memory. Know that print has meaning. Recognize own name in print. Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom). Tell you what is going to happen next in a story. Make up an ending. Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. **LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound. **LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds.

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Use actions to show ideas from stories, signs, pictures, etc. Retell more complicated, familiar stories from memory.	
Writing	
Young Infants (Birth to 11 months) Watch when someone writes or draws.	**LLD 7a Writing: Emergent writing** LLD 7a.1 With adult support, makes a mark with a writing tool or other material. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing.
Older Infants (9 to 18 months) Scribble or make marks on paper without help. Grasp marker or crayon with fist and mark on paper in any location.	**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.
Toddlers (16 to 36 months) Label pictures using scribble writing or ask an adult to label the pictures. Use symbols or pictures to represent oral language and ideas. Scribble and make marks on paper, and tell others what the scribble means. Draw horizontal and vertical lines. Use a variety of writing tools (pencil, marker, paint brush).	**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.
Ages 3 to 4 Years Make marks or scribbles when an adult suggests writing.	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

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Attempt to copy one or more letters or characters of the home language. Draw pictures and tell their story.	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents.
Ages 4 to 5 Years Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play. Use letter-like symbols to make lists, letters and stories or to label pictures. Attempt to copy one or more letters of the alphabet. Begin to print or copy own name, and identify at least some of the letters. Explore writing letters in different languages.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
6. Learning about my world	
Knowledge (cognition)	
Young Infants (Birth to 11 months) Pay attention to sights and sounds. Look for dropped object. Gaze at and track an object with his/her eyes.	**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.

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Act to trigger a pleasing sight, sound or motion, such as kicking at a mobile; repeat actions many times to cause a desired effect. Show curiosity about things and try to get things that are out of reach. Imitate sounds; imitate actions, such as clapping hands, pushing a toy. Search for a hidden object.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Older Infants (9 to 18 months) Observe others' activities. Then imitate their actions, gestures and sounds. Use imitation to make a desired effect, such as activating a toy, or obtaining an object. Explore things in many ways, such a shaking, banging, poking and throwing. Enjoy playing hiding games; locate an object that has been hidden from view. Use objects as intended, such as pushing buttons on a toy phone, or drinking from a cup. Use objects as a means to an end, such as using a bucket to take toys from one place to another.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **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 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **M 6 Classification: Sorts and graphs**

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Seek caregiver's help by making sounds, words, facial expressions or gestures to obtain an object or start an activity. Match similar objects. Begin make-believe play and imitate the actions of others, such as rocking and feeding a baby doll. Explore objects in nonconventional ways.	M 6.1 Notices when two objects are similar in some way. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Toddlers (16 to 36 months) Experiment with the effect of own actions on things and people. Know that playing with certain desirable or forbidden things will get adults' attention. Make choices, such as which toy to play with. Take action based on past experience. For example, if the caregiver blows on hot food before eating it, child will blow on food at the next meal. Connect objects with actions (such as a broom for sweeping). Repeat an action over and over until successful, such as stacking blocks until they no longer fall down. Explore and use trial and error to solve problems. Imitate how others solve problems. Ask for help when needed.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem. SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. **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 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully. **ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **CA 4a Drama: Participates in dramatic and symbolic play** 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.1 Responds to props or puppets. **SED 1b Self-Awareness: Expresses needs and preferences**

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Show recall of people and events, such as by clapping hands when told that a favorite person will visit. Recall and follow the order of routines, such as washing and drying hands before eating. Play make-believe with props, such as dolls or stuffed animals. React to puppets as if they are real and not operated by an adult or another child.	SED 1b.4 When given two to three options, chooses their most desired option. **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. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others. **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.
Ages 3 to 4 Years Ask a lot of “why” and “what” questions. Learn by doing hands-on and through the senses. Learn through play. Recall several items after they have been put out of sight. Draw on own past experiences to choose current actions. Make plans for ways to do something. May or may not follow through. Think of a different way to do something, when confronting a problem, with adult help.	**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.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.
Ages 4 to 5 Years	**SED 4a Problem-Solving: Solves problems**

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Ask adults questions to get information (as appropriate in the family's culture). Describe likes and interests. Apply new information or words to an activity or interaction. Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall. Be able to explain what he or she has done and why, including any changes made to his/her plans. Seek to understand cause and effect ("If I do this, why does that happen?"). Understand the ideas of "same" and "different." Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols). Name more than three colors. Group some everyday objects that go together (such as shoe and sock, pencil and paper). Predict what comes next in the day when there is a consistent schedule.	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.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.3 Expresses likes and dislikes. **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.
Math	
Young Infants (Birth to 11 months)	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes.

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Play with toys and things of different sizes and shapes. Anticipate “more” during routines.	**M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self.
Older Infants (9 to 18 months) Understand the idea of “more” related to food or play. Use gestures to ask for more. Imitate rote counting using some names of numbers. Play with toys and objects of different size and shape. Put things together, such as simple matching puzzles, nesting cups. Follow simple directions that use words like “in,” “on,” “up” and “down.”	**M 3 Shapes: Identifies shapes and their characteristics** M 3.1 Manipulates objects that are a variety of shapes. **M 4a Measurement: Measures and estimates** M 4a.2 Explores size and weight of objects in relation to self. **M 1a Number Sense: Verbally counts numbers** M 1a.2 Says or sings random numbers, may be out of order. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.1 Tries to put one object inside another. M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Toddlers (16 to 36 months) Count to at least 10 from memory. Begin counting small groups of items (up to five). Understand the concepts of “one” and “two,” such as by following directions to take one cracker. Recognize and name a few numerals.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. **M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. **M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten.

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Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less. Explore measuring tools, such as measuring cups, or a ruler. Match simple flat shapes (circles, squares, triangles). Identify two geometric shapes, such as a circle and a square. Follow simple directions for position, such as up, down, in, on.	**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.2 Recognizes amounts up to two without counting. **M 2b Spatial Awareness: Determines object location** M 2b.2 Follows simple positional directions such as on/off, over/under and up/down.
Ages 3 to 4 Years Count to 10 and beyond by rote. Count up to five items. Point to objects while counting. Identify by sight how many are in a small group of items, up to three. Understand that the whole is larger than one of its parts (for example, an apple is larger than an apple slice). Identify up to four objects or pictures that are the same. Take objects or pictures that are different out of the group. Sort and describe items by size, color and/or shape. Match simple flat shapes (circles, squares, triangles). Compare size by sight, feel and comparing to hands, feet, etc. (visual and tactile math).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.2 Matches two identical shapes. M 3.3 Identifies one to three two-dimensional shapes. **M 4a Measurement: Measures and estimates** M 4a.3 Determines which object is bigger when given two to three objects. M 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 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.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.

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Use gestures or words to make comparisons (larger, smaller, shorter, taller). Compare two objects by length, weight or size. Find the total sum of small groups of items. Understand words that tell where things are (such as behind, under, in, on). Use these words to identify locations.	**M 1e Number Sense: Addition and subtraction** M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. **M 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. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Ages 4 to 5 Years Count to 20 and beyond. Count 10 or more objects accurately. Give the next number in the sequence 1 through 10. Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number. Compare groups of up to 10 objects. Find the sum when joining two sets of up to five objects. Identify by sight how many are in a small group of objects, up to four. Use measuring tools in play (such as a ruler, measuring cups, or parts of the body). Match and sort simple shapes (circles, squares, triangles).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.3 Identifies one to three two-dimensional shapes. **M 4a Measurement: Measures and estimates** M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume. M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object. **M 1a Number Sense: Verbally counts numbers** M 1a.5 Verbally counts to twenty. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers**

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Compare size (such as, “I’m as tall as the yellow bookshelf.”) Describe objects using size words (big, small, tall, short). Compare two objects using comparison words such as smaller, faster and heavier. Order three objects by one characteristic, (such as from smallest to largest). Work puzzles with up to 10 pieces. Create own patterns with a variety of materials. Describe what the pattern is. Follow simple directions for position (beside, next to, between, etc.)	M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal. M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller. M 1d.6 Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal. **M 1e Number Sense: Addition and subtraction** M 1e.4 Adds and subtracts by adding to or removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten. **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.3 Finds or places objects next to, between, in front of or behind self. **M 5 Patterns: Copies, creates and extends patterns** M 5.4 Copies, creates and extends AB patterns. **M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Science	

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Young Infants (Birth to 11 months) Use the senses (mouthing, watching, grasping, reaching) to get information and explore what's nearby. Use more than one sense at a time, such as when looking at, feeling and shaking a rattle. Repeat behaviors to figure out cause and effect. For example, a toy released high always goes down (law of gravity). Enjoy filling containers and dumping them out. Show interest in animals and pictures of animals.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **SCI 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.
Older Infants (9 to 18 months) Take action to achieve a goal, such as fitting puzzle pieces together, or activating a toy. Express surprise and delight to play outdoors and with natural elements, such as water, sand and mud. Express excitement when seeing animals, birds and fish. Show interest in animals and representations of animals. Notice the characteristics of natural things, such as leaves, or events, such as rain or wind. Respond to caregiver's guidance on how to act appropriately toward and around living things. Enjoy using or playing with technology objects, such as a wind-up toy.	**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 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.2 Plays with natural materials and reacts to animals or plants in the immediate environment. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.2 Points to and notices natural elements, such as clouds, rain and wind. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully.
Toddlers (16 to 36 months)	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.

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Look at and handle things to identify what's the same and what's different about them. Explore nature using the senses, such as looking at and feeling different leaves. Ask simple questions about the natural world ("Where did the rainbow go?"). Show interest in animals and other living things. Begin to label them by name and to identify traits (such as the sound a cow makes). Enact animals' activities (such as eating, sleeping) in pretend play. Move toy animals to mimic animals in the wild. Explore the parts or living things, such as the petals on a flower. Engage with plants and animals in a respectful way, without adult prompting. Express concern if an animal is injured or sick. Comment on what it takes to make things grow ("That plant needs water"). Identify weather, such as sun, rain, snow. Know that people and animals can live in different kinds of places, such as fish living in the water.	SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **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. SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.2 Asks simple questions about a familiar environment through words or gestures. **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.
Ages 3 to 4 Years Play with materials of different texture (such as sand, water, leaves) and conditions (such as wet, dry, warm, cold), with adult encouragement and supervision. Recognize that different forms of life have different needs.	**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 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.

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Begin to understand that some animals share similar characteristics (for example, a tiger and a pet cat share common features). Notice and ask questions about what is the same and different between categories of plants and animals. Notice their appearance, behavior and habitat.	SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.2 Reacts to changes in texture, temperature, smell, sound or sight.
Ages 4 to 5 Years Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more. Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not. Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.). Measure sand or water using a variety of containers. Use one sense (such as smell) to experience something and make one or two comments to describe this. Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live. Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.6 Gathers information or experiments to prove/disprove a prediction. **SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.4 Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move. **SCI 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 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. SCI 2b.5 Identifies current season and explains how weather affects personal life.

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Talk about changes in the weather and seasons, using common words, such as rainy and windy. Look at where the sun is in the morning, afternoon, evening and night. Take walks outside and gather different types of leaves, name colors he/she sees outdoors. Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. **SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology. **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.
Social Studies	
Young Infants (Birth to 11 months) Show interest in people. Notice daily routines.	**SS 1c Culture & Community: Respects diversity** SS 1c.2 Explores people and their features, either in person or in pictures. **SS 4 History & Sense of Time: Develops sense of time** SS 4.2 Indicates the beginning or ending of an event.
Older Infants (9 to 18 months) Be eager for regular daily activities. Recognize the start and end of an event (such as by clapping at the end of a song). Explore spaces, such as trying to fit into an open cardboard box. Recognize some familiar places, such as home, store, grandma's house.	**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. **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.

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Know where favorite toys or foods are kept. Know where the trash can and recycle bin are.	
Toddlers (16 to 36 months) Eager for recurring events (“After lunch, I will hear a story”). Connect new experiences to past experiences. Experiment with physical relationships, such as on/under, inside/outside. Help with home and class routines that keep things clean. Understand roles of various people in the community.	**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 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. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. **SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.2 Participates in communal activities.
Ages 3 to 4 Years Name family members by relationship (such as father, sister, cousin, auntie, etc.). Make a drawing of own family as the child sees it. Recognize whose parent is whose when parents come for their children or in photos of each others’ families. Take on family roles in play, identify how each person should behave and act out the part for a brief time. Enjoy changing roles.	**SS 1a Culture & Community: Identifies community and family roles.** SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person.

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Ages 4 to 5 Years Describe family members and understand simple relationships (such as, “Marika is my sister.”) Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it. Draw own family, as the child understands it. Ask questions about similarities and differences in other people (such as language, hair style, clothing). Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend. Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor). Enjoy taking the roles of different jobs in pretend play. Talk about what the child wants to be when he or she grows up. Play store or restaurant, with empty food containers, receipts, etc. Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest). Recognize where he or she is when traveling in familiar areas, most of the time. Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.	**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 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. **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. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. **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 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. **SS 3b Geography: Interacts with maps** SS 3b.4 Recognizes symbols or landmarks.

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Arts	
Young Infants (Birth to 11 months) Gaze at pictures, photos and mirror images. Show interest in sounds, tones, voices, music, colors and shapes. Notice and move to music and/or rhythms.	**CA 1b Music: Develops rhythm** CA 1b.1 Responds to rhythm. **CA 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Older Infants (9 to 18 months) Try a variety of art materials, such as paint, crayons, markers, play dough, clay. Try a variety of sound sources, such as rattles, bells, drums. Show interest in sounds, tones, voices, music, colors and shapes. Enjoy rhythms and movement.	**CA 1a Music: Expresses through music** 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 1c Music: Develops tone** CA 1c.1 Responds to sounds. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media.
Toddlers (16 to 36 months) Use a variety of materials to express self, such as paint, crayons and musical instruments. Sing and make up simple songs and/or music with instruments.	**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 2b Dance & Movement: Develops movement techniques**

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Explore various ways of moving the body with and without music. Imitate movement after watching others perform games or dance. Act out familiar stories or events.	CA 2b.1 Moves body in a variety of ways. CA 2b.2 Moves body purposely such as by swaying or bouncing to music. CA 2b.3 Follows the movements of others. Explores personal space and direction. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend.
Ages 3 to 4 Years Draw something familiar. Begin to draw representational figures. Do beadwork with appropriately sized beads. Play make-believe with dolls, toy animals and people. Dance, sing, drum, use rattles, draw or paint. Look at artwork from different cultures.	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. **CA 4a Drama: Participates in dramatic and symbolic play** 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.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. **SS 1b Culture & Community: Explores and respects cultures and traditions**

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	SS 1b.2 Participates in activities related to cultures or traditions.
Ages 4 to 5 Years Show an increasing ability to use art materials safely and with purpose. Understand that different art forms (such as dance, music or painting) can be used to tell a story. Express self through art and music. Take pride in showing others own creations (“Look at my picture.”) Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts). Show creativity and imagination. Hum or move to the rhythm of recorded music. Ask to sing a particular song. Remember the words to a familiar song. Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances. Enjoy learning songs and dances from other cultures. Watch other children dance; try to mimic the movements. Express feelings through movement and dancing in various musical tempos and styles.	**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.5 Uses voice or instruments to express feelings or to mimic sound effects. **CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs. **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.6 Expresses ideas, feelings and stories through creative movement. **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. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. **CA 3b Visual Arts: Develops visual art techniques** CA 3b.5 Uses artistic tools and media to create intentional designs or images. **CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.

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Perform simple elements of drama (such as audience, actors). Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).	CA 4a.6 With cues, performs a simple pre-planned drama. **SS 1b Culture & Community: Explores and respects cultures and traditions** SS 1b.2 Participates in activities related to cultures or traditions. SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.

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Developmental Continuum of Skills

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

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

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

Mathematics

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

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

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

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