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Alignment of the

Experience Developmental Continuum of Skills

with

West Virginia Early Learning Standards

and

West Virginia Pre-K Standards

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The Experience Developmental Continuum of Skills

This document details the alignment of the **West Virginia Early Learning Standards and West Virginia Pre-K Standards.** For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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






West Virginia Early Learning Standards
and
West Virginia Pre-K Standards

Infants & Toddlers

Pre-K

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WV Infant/Toddler Early Learning Standards Framework (2018)	Experience Early Learning Developmental Continuum
Domain 1: Approaches to Learning	
Foundation: Curiosity — Infants and toddlers show an interest in the world and want to find out how things work.	
Young Infant: 0-8 Months Shows interest in exploring with senses.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment.
Mobile Infant: 6-18 Months Becomes more and more curious. Explores spatial relationships.	**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.2 Asks simple questions about a familiar environment through words or gestures. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.
Older Infant: 16-36 Months Exploration increases. Begins to make choices. Continues to be curious. Imitates actions of others.	**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.

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Foundation: Persistence — Infants and toddlers display varying degrees of willingness to repeat an activity to accomplish a task or learn a new skill.	
Young Infant: 0-8 Months Repeats actions that bring satisfaction. Anticipates routines.	**ATL 1b Attention & Persistence: Persists** ATL 1b.1 Engages in a continued interaction or activity with a familiar object or adult. ATL 1b.2 Repeats actions to gain a result.
Mobile Infant: 6-18 Months Focuses for longer periods of time and sticks to tasks.	**ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **ATL 1a Attention & Persistence: Attends** ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders.
Older Infant: 16-36 Months Begins and completes tasks. Uses increased motor or language skills to achieve desired result.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.3 Completes familiar tasks or activities independently. May still need adult support on occasion.
Foundation: Creativity and Imagination — Infants and toddlers watch what others do, begin to pretend, and use materials in new and different ways.	
Young Infant: 0-8 Months Begins to explore familiar objects. Uses newly acquired motor skills.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.1 Explores and manipulates materials.

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Mobile Infant: 6-18 Months Begins exploration. Recognizes that objects exist even when not in sight.	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects.
Older Infant: 16-36 Months Engages in pretend play. Uses familiar objects in new and different ways.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object.
Domain 2: Social Emotional Development	
Foundation: Adult interaction — Infants and toddlers look to the adults in their lives for basic needs, security, and guidance.	
Young Infant: 0-8 Months Makes wishes and preferences known.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Mobile Infant: 6-18 Months Becomes increasingly attached to primary caregiver*.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.2 Stays close to and interacts with familiar adults for comfort and support. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.

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	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 Infant: 16-36 Months Participates in more complex interactions.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults.
Foundation: Peer interaction — Infants and toddlers develop attachments to other children in their home, play group, or child care setting.	
Young Infant: 0-8 Months Notices others.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.1 Notices, responds to and looks at peers.
Mobile Infant: 6-18 Months Engages in back and forth interactions.	**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.
Older Infant: 16-36 Months Engages in cooperative play.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Foundation: Self awareness and self concept — Infants and toddlers become aware of their individuality and uniqueness.	
Young Infant: 0-8 Months	**SED 1a Self-Awareness: Knows self and expresses confidence**

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Begins to separate self from others.	SED 1a.1 Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.
Mobile Infant: 6-18 Months Recognizes self as a separate person.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.2 Responds to name and interacts with self in mirror. Recognizes self as being separate from others. SED 1a.3 Names self and names basic body parts.
Older Infant: 16-36 Months Claims identity.	**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.
Foundation: Emotions — Infants and toddlers display a wide range of emotions and learn to control them based on interactions with family and others.	
Young Infant: 0-8 Months Expresses comfort and discomfort. Begins to regulate moods and emotions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.1 Calms with support from caregiver.
Mobile Infant: 6-18 Months Expresses comfort and discomfort. Continues to master regulation of moods and emotions.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.2 Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation. SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Older Infant: 16-36 Months Expresses comfort and discomfort.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures.

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	SED 1d.3 Recognizes and names a few personal feelings. **SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult.
Domain 3: Creative Expression	
Foundation: Visual arts — Infants and toddlers enjoy looking at, talking about, and creating pictures, mobiles, and other colorful objects.	
Young Infant: 0-8 Months Notices bright and/or contrasting colors. Notices facial expressions. Looks at pictures, photographs, and mirror images. Notices differences in textures.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.1 Explores materials using gross motor movements and senses.
Mobile Infant: 6-18 Months Shows a preference for favorite colors. Uses various materials in exploring and creating visual art.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.2 Uses hands and feet to explore a variety of media. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.
Older Infant: 16-36 Months Likes various materials in exploring and creating visual art.	**CA 3b Visual Arts: Develops visual art techniques** CA 3b.3 Uses materials to create shapes or symbols. **CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.3 Explores a variety of artistic tools and media.

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Foundation: Music and Movement — Infants and toddlers respond to sounds, learn to manipulate bodies and instruments to the sounds heard, and enjoy repetitive rhymes.	
Young Infant: 0-8 Months Responds to sounds, tones, and voices. Responds to music.	**CA 1c Music: Develops tone** CA 1c.1 Responds to sounds.
Mobile Infant: 6-18 Months Enjoys creating rhythm and other sounds. Responds to music.	**CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody. **CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments. **CA 2b Dance & Movement: Develops movement techniques** CA 2b.2 Moves body purposely such as by swaying or bouncing to music.
Older Infant: 16-36 Months Shows excitement when exposed to music. Recalls lyrics and melodies. Demonstrates increased hand and body coordination.	**CA 1c Music: Develops tone** CA 1c.2 Responds to changes in sound, volume or melody. **CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing. **CA 1b Music: Develops rhythm** CA 1b.2 Responds to changes in rhythm. **CA 2a Dance & Movement: Expresses through dance** CA 2a.3 Moves in own way to music and rhythm.
Foundation: Dramatic play — Infants and toddlers learn to imitate others, recreate experiences, and interact with dolls and other pretend props.	

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Young Infant: 0-8 Months Uses facial expressions and gestures to express feelings and needs. Imitates facial expressions and gestures of others.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. **SED 1d Self-Awareness: Identifies emotions** SED 1d.1 Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.
Mobile Infant: 6-18 Months Understands the meaning of objects during play. Plays games with adults to explore concepts. Relates to dolls and stuffed animals in realistic ways.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.
Older Infant: 16-36 Months Engages in play that represents real life experiences. Brings other children into play. Plans dramatic activities. Relies increasingly on the use of communication as an important component of play activities.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. **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.
Domain 4: Motor Development	
Foundation: Fine Motor — Infants and toddlers gain control over small muscle movements such as gumming, sucking, facial expressions, and grasping.	
Young Infant: 0-8 Months Coordinates sucking, swallowing, and breathing.	**PD 2 Fine Motor: Builds strength and coordination of small movements**

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Gums and swallows. Reflexive movements of arms, hands, and eyes. Progresses from hands being tightly fisted to being open. Reaches for and swipes at dangling objects.	PD 2.1 Reaches for objects in sight and uses hands or feet to make contact with an object.
Mobile Infant: 6-18 Months Uses a defined pincer grasp*. Self feeding skills emerge. Turns pages of a book. Manipulates and turns objects with control.	**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. **PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.2 Communicates the need to eat and feeds self some finger foods.
Older Infant: 16-36 Months Self care skills increase.	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.3 Opens, closes, stacks, twists and pulls objects with one or both hands. PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors. **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.
Foundation: Gross Motor — Infants and toddlers gain control over large muscle movements such as reaching, kicking, crawling, and walking.	

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Young Infant: 0-8 Months Progresses to holding up head. Controls head. Demonstrates startle reflex. Swats at and kicks. Rolls over. Sits with support. Attempts to crawl.	**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.
Mobile Infant: 6-18 Months Sits without support. Crawls. Pulls to stand. Cruises holding on to furniture. Walks independently. Moves from sitting to standing. Begins to run.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.1 Rolls, crawls, sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position. PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects. PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
Older Infant: 16-36 Months Walks forward and backward.	**PD 1 Gross Motor: Builds strength, coordination and balance of large muscles** PD 1.2 Walks and climbs. Carries, drags, kicks and tosses objects.

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Jumps. Climbs. Stands on one foot. Attempts to ride a tricycle.	PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Domain 5: Language and Literacy	
Foundation: Listening and Understanding — Infants and toddlers learn the sounds of words and ways to use the words of their family's and caregiver's language(s) when adults talk, read, and sing to them.	
Young Infant: 0-8 Months Shows interest in listening to sounds and verbal communication of others. Responds to nonverbal communication of others. Begins to understand gestures, words, questions, or routines.	**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. **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.
Mobile Infant: 6-18 Months Shows interest in listening to sounds and verbal communication of others. Begins to understand gestures, words, questions, or routines.	**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. **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.
Older Infant: 16-36 Months	**LLD 1a Listening: Understands and interprets language**

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Shows interest in listening to sounds and verbal communication of others. Responds to nonverbal communication of others.	LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens, then responds appropriately. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones. **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. **SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others.
Foundation: Communicating and Speaking — Infants and toddlers begin to express their wants, needs, and feelings in many ways including speech, gestures, sign language, and using communication devices.	
Young Infant: 0-8 Months Uses sounds, gestures, and actions to express wants and needs. Imitates or recognizes sounds, gestures, or words. Takes turns speaking and listening in simple conversations.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.1 Uses vocalizations and gestures to communicate. **LLD 2b Communication: Uses conversational skills** LLD 2b.1 Responds with babbles or sounds with prompting. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones.
Mobile Infant: 6-18 Months Uses sounds, gestures, and actions to express wants and needs.	**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.

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	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.
Older Infant: 16-36 Months Uses sounds, gestures, and actions to express wants and needs. Imitates or recognizes sounds, gestures, or words.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. **LLD 2c Communication: Uses sentence structure** LLD 2c.3 Communicates using two- to four-word sentences. **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 1b Listening: Follows directions** LLD 1b.3 Follows related two-step directions given verbally.
Foundation: Emergent Literacy — Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, and draw and scribble as they build their early literacy skills.	
Young Infant: 0-8 Months Shows interest in pictures, books, and environmental print. Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and fingerplays. Demonstrates beginning book handling skills.	**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 6a Reading Comprehension: Responds to text** LLD 6a.1 Interacts by reaching for or patting when a book is read. **LLD 3a Phonological Awareness: Rhyme** LLD 3a.1 Listens to and moves to rhyming songs.
Mobile Infant: 6-18 Months Shows interest in pictures, books, and environmental print.	**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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Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays. Experiments with drawing and writing. Demonstrates beginning book handling skills.	LLD 5.2 Recognizes if pictures are right-side up. Turns pages from the front to the back of the book. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page. **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 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Older Infant: 16-36 Months Shows interest in pictures, books, and environmental print. Responds to early literacy experiences such as storytelling, nursery rhymes, songs, and finger plays.	**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 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories. **CA 1a Music: Expresses through music** CA 1a.2 Repeats words in familiar songs and attempts to sing.
Domain 6: Cognitive Development	
Foundation: Learning Schemes* — Infants and toddlers develop a system to categorize objects and actions of the adults and children in their world.	
Young Infant: 0-8 Months Begins to discover characteristics of items and categorize them (simple schemes). Develops understanding of actions of people (social schemes).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.

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Mobile Infant: 6-18 Months Puts together and modifies learned theories (combining schemes). Increases understanding of correlation between people and actions (social schemes).	**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.
Older Infant: 16-36 Months Demonstrates greater awareness of use of objects (social schemes).	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
Foundation: Cause and Effect — Infants and toddlers discover how one action will produce a desired result.	
Young Infant: 0-8 Months Begins to explore. Begins to repeat actions.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.1 Uses senses to explore environment. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.1 Kicks feet or shakes arms to make other objects move.
Mobile Infant: 6-18 Months Continues exploration and repeating actions.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. **ATL 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Older Infant: 16-36 Months Begins to have understanding of cause and effect.	**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 4.3 Explores movable parts on toys.

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	SED 4a Problem-Solving: Solves problems SED 4a.2 Explores how things work using repeated trial and error to solve a problem.
Foundation: Use of Tools — Infants and toddlers discover how to use self, others, or objects as a means to achieve what they want.	
Young Infant: 0-8 Months Uses body as a tool. Uses adults as a tool. Uses objects as a tool.	**SED 4a Problem-Solving: Solves problems** SED 4a.1 Uses simple repeated actions or movements to solve a problem. **SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.1 Vocalizes or moves to express needs.
Mobile Infant: 6-18 Months Uses body as a tool. Uses adults as a tool. Uses objects as a tool.	**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 4 Technology: Uses tools and technology to perform tasks** SCI 4.2 Begins to use simple toys purposefully.
Older Infant: 16-36 Months Uses body as a tool. Uses adults as a tool. Uses objects as a tool.	**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. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.

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	SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.4 Explores simple tools or interacts with simple types of technology.
Foundation: Object Permanence — Infants and toddlers first begin to identify objects and people, hold them in their memory, and then persist in finding them when out of sight.	
Young Infant: 0-8 Months Identifies and tracks objects.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight. **ATL 1a Attention & Persistence: Attends** ATL 1a.1 Focuses for a short time on a person, sound or thing. **SED 3a Social relationships: Develops relationships with adults** SED 3a.1 Recognizes, interacts with and responds to primary caregivers.
Mobile Infant: 6-18 Months Holds objects in memory.	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.** SCI 1a.1 Looks for a person or toy that has moved out of sight.
Older Infant: 16-36 Months Holds object in memory and persists in search.	**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 1b Attention & Persistence: Persists** ATL 1b.2 Repeats actions to gain a result.
Foundation: Understanding Space — Infants and toddlers develop an understanding of distance, gain abilities in movement, and experience perception of space through exploration.	

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Young Infant: 0-8 Months Discovers distance. Discovers movement.	**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 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.
Mobile Infant: 6-18 Months Discovers distance. Discovers movement. Discovers perspective.	**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. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space. **SCI 3a Physical Science: Explores forces and motion** SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.
Older Infant: 16-36 Months Discovers distance. Discovers movement. Discovers perspective.	**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. **M 2a Spatial Awareness: Understands how objects move in space.** M 2a.2 Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.

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Foundation: Imitation — Infants and toddlers, through observation, learn to repeat their own actions and those of the people around them.	
Young Infant: 0-8 Months Imitates self. Imitates others.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.2 Imitates or repeats sounds and tones.
Mobile Infant: 6-18 Months Imitates others.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.1 Imitates simple movements and facial expressions. CA 4a.2 Mimics observed behaviors and words. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.
Older Infant: 16-36 Months Imitates sequences of behavior.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.2 Mimics observed behaviors and words. CA 4a.3 Uses words, actions and props to pretend. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.2 Mimics the use of familiar objects. **SED 3c Social relationships: Participates cooperatively in groups** SED 3c.2 Mimics actions of others.

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West Virginia Pre-K Standards (2019)	Experience Early Learning Developmental Continuum
Approaches to Learning (AL)	
Executive Functioning and Cognitive Self-Regulation	
Sustain attention, impulse control, flexibility in thinking	
AL.PK.1 Illustrate increasing abilities in impulse control.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
AL.PK.2 Demonstrate actions, words, and behaviors with increasing independence.	**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.5 Takes risks and pushes self to accomplish new tasks independently.
Initiative and Curiosity	
Interest in varied topics and experiences, desire to learn, creativeness, and independence in learning	
AL.PK.3 Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.	**ATL 2a Flexibility & Play: Shows flexibility** ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently. ATL 2a.6 Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.
AL.PK.4 Originate and combine ideas to learn and discuss a range of topics.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions. LLD 2a.6 Explains personal thoughts about familiar people, places and events.

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AL.PK.5 Inquire and investigate.	**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 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon.
Persistence and Attentiveness	
Engagement in activities with persistence and attention	
AL.PK.6 Persist in completing tasks, activities, projects, and experiences.	**ATL 1b Attention & Persistence: Persists** ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.6 Persists on a challenging activity independently.
AL.PK.7 Increase concentration over a reasonable amount of time despite distractions and interruptions.	**ATL 1a Attention & Persistence: Attends** ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.
AL.PK.8 Engage in project or activity over an extended period of time.	**ATL 1a Attention & Persistence: Attends** ATL 1a.6 Sustains focus for at least ten minutes, even if there are distractions.
AL.PK.9 Continuously create, develop, and implement plans.	**ATL 1b Attention & Persistence: Persists** ATL 1b.7 With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence. **SED 1c Self-Awareness: Completes tasks independently** SED 1c.7 Revisits and plans a familiar task and describes ways to improve results.
AL.PK.10 Seek solutions to questions, tasks, or problems through trial and error.	**SED 4a Problem-Solving: Solves problems** SED 4a.2 Explores how things work using repeated trial and error to solve a problem.

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	SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Cooperation	
Interest and engagement in group experiences	
AL.PK.11 Initiate and engage in learning experiences and play with peers.	**ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play. **SED 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.
AL.PK.12 Relate and share knowledge with peers.	**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 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges.
AL.PK.13 Assemble and guide classroom activities.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others.
Social and Emotional Development (SE)	
Self-Concept	
Development of Self-Concept	

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SE.PK.1 Describe themselves by using physical characteristics/traits (e.g., hair, body parts, and height).	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.
SE.PK.2 Demonstrate growing confidence in their own developing skills and expresses pride in accomplishments.	**SED 1a Self-Awareness: Knows self and expresses confidence** SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities. SED 1a.7 Apply strengths to accomplish a task and exhibits pride in personal accomplishments.
SE.PK.3 Increase independence in a variety of activities, routines, and tasks.	**SED 1c Self-Awareness: Completes tasks independently** SED 1c.5 Takes risks and pushes self to accomplish new tasks independently. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
Development of Self-Expression and Self-Awareness	
SE.PK.4 Demonstrate progress in expressing needs, wants, and feelings.	**SED 1b Self-Awareness: Expresses needs and preferences** SED 1b.6 Expresses and advocates for one's needs or personal preferences. **SED 1d Self-Awareness: Identifies emotions** SED 1d.4 Identifies and describes personal feelings.
SE.PK.5 Express a broad range of emotions and recognize these emotions in self and others.	**SED 1d Self-Awareness: Identifies emotions** SED 1d.2 Shows a range of emotions with facial expressions and gestures. SED 1d.4 Identifies and describes personal feelings. **SED 3d Social relationships: Identifies and respects emotions of others**

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	SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion.
SE.PK.6 Respond appropriately to different social situations.	**SED 2a Self-Regulation: Manages feelings and behavior** SED 2a.6 Describes and demonstrates appropriate responses to different emotions and behaviors.
Social Relationships	
Development and Demonstration of Pro-Social Behaviors	
SE.PK.7 Develop positive relationships with children and adults.	**SED 3a Social relationships: Develops relationships with adults** SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back- and-forth exchanges with adults. **SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
SE.PK.8 Show empathy and caring for others.	**SED 3d Social relationships: Identifies and respects emotions of others** SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.7 Seeks to understand and support others' feelings.
SE.PK.9 Follow basic rules and routines.	**SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.

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	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.
SE.PK.10 Use materials purposefully, safely, and responsibly.	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger.
SE.PK.11 Develop and sustain friendships with peers.	**SED 3b Social relationships: Develops relationships with peers** SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interests as friends.
SE.PK.12 Manage transitions and begin to adapt to changes in routines.	**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 2b.6 Transitions from one activity to the next and helps others through the transition.
Cooperation	
SE.PK.13 Use communication skills to initiate or join classroom activities.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. **LLD 2b Communication: Uses conversational skills**

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	LLD 2b.6 Initiates conversation with adults and peers.
SE.PK.14 Engage in cooperative play.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
SE.PK.15 Take turns with materials and during experiences.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.
SE.PK.16 Use and accept negotiation, compromise, and discussion to resolve conflicts.	**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. **SED 4b Problem-Solving: Responsible decision-making** SED 4b.6 Considers others' feelings when making decisions. **LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges.
SE.PK.17	**SED 4b Problem-Solving: Responsible decision-making** SED 4b.2 Responds to simple guidance on safe and kind choices.

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Accept guidance and direction from a variety of familiar adults.	**SS 2a Civics & Economics: Follows rules, limits and expectations** SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations.
SE.PK.18 Participate in a variety of classroom activities and tasks.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.3 Joins a group and participates in an activity when asked. **ATL 2b Flexibility & Play: Engages in play** ATL 2b.4 Joins a group and participates in group play. May have different purposes of play.
Knowledge of Family and Community	
Progression of Understanding of their Role in the Family and Community	
SE.PK.19 Understand and describe the interactive roles and relationships among family members.	**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.
SE.PK.20 Identify and describe roles of community members.	**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.
SE.PK.21 Understand similarities and respect differences among people (e.g., gender, race, special needs, culture, language, and family structure).	**SS 1c Culture & Community: Respects diversity** SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self.

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	SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
SE.PK.22 Identify themselves as a member of groups within a community.	**SED 3c Social relationships: Participates cooperatively in groups** SED 3c.6 Identifies roles of self and others during group tasks or activities. Offers to help others. **SS 1a Culture & Community: Identifies community and family roles.** SS 1a.5 Identifies roles of self and others and describes the job each may do.
SE.PK.23 Identify and describe locations and places in their community.	**SS 3a Geography: Identifies types of places** SS 3a.3 Identifies a variety of familiar places in own community. SS 3a.4 Identifies different types of water bodies, streets, buildings or landmarks in own community.
English Language Arts (ELA)	
Literacy Early Learning Foundations	
Fluency	
ELA.PK.I Retell familiar stories from text with some accuracy and details.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story. LLD 6b.6 Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.
Phonics and Word Recognition	
ELA.PK.II Know the sounds associated with several letters.	**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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Recognize their own name and words associated with environmental print.	
Handwriting	
ELA.PK.III Use a pincer grip to hold and manipulate tools for writing, drawing, and painting. Use scribbles, shapes, pictures and letters to represent objects, stories, experiences, or ideas. Attempt to independently write some familiar words. Write first name.	**LLD 7a Writing: Emergent writing** LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward. **LLD 7b Writing: Uses writing to represent meaning** LLD 7b.3 Scribbles or draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. **PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.
Phonological Awareness	
ELA.PK.IV Identify sounds or spoken words in the environment. Recognize and produce rhyming words. Separate words into syllables. Replicate the beginning sound in a word.	**LLD 3a Phonological Awareness: Rhyme** LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word. **LLD 3b Phonological Awareness: Hears large units of sound** LLD 3b.3 Shows awareness of separate words in spoken language. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime. **LLD 3c Phonological Awareness: Hears small units of sound** LLD 3c.4 Identifies and produces words that have the same beginning sound.

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Print Concepts	
ELA.PK.V Show interest in shared reading and looking at books independently. Demonstrate an understanding that writing conveys meaning. Understand concepts of print such as print moves from left to right and top to bottom, and print conveys a message. Recognize that letters are grouped to form words and words are a unit of print. Recognize and name some upper and lower case letters of the alphabet.	**LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words** LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. **LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words. **LLD 6a Reading Comprehension: Responds to text** LLD 6a.2 Chooses and holds a book and looks intently at each page.
Reading	
Key Ideas and Details	
ELA.PK.1 With prompting and support, ask and answer questions about details in a literary text.	**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.
ELA.PK.2 With prompting and support, retell stories in literary texts.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
ELA.PK.3 With prompting and support, identify characters, events, and setting in a literary text.	**LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story** LLD 6b.3 Identifies the characters and setting in a story.

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	LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.
ELA.PK.4 With prompting and support, ask and answer questions about details in an informational text.	**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.
ELA.PK.5 With prompting and support, identify the main topic and retell details of an informational text.	**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.
ELA.PK.6 (Begins in kindergarten.)	
Craft and Structure	
ELA.PK.7 With prompting and support, answer questions about unknown words in a literary text.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
ELA.PK.8 (Begins in kindergarten.)	
ELA.PK.9 With prompting and support, define the roles of author and illustrator in a literary text.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
ELA.PK.10	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

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With prompting and support, ask questions about unknown words in an informational text.	
ELA.PK.11 With prompting and support, identify the front cover and back cover of a book and recognize how books are read (e.g., one page at a time, from front to back).	**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.
ELA.PK.12 With prompting and support, define the roles of author and illustrator of an informational text.	**LLD 5 Concepts of Print: Uses print concepts and explores books and other text** LLD 5.6 Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.
Integration of Knowledge and Ideas	
ELA.PK.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories.
ELA.PK.14 With prompting and support, discuss how the adventures and experiences of characters in familiar literary stories relate to children's own experiences.	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.
ELA.PK.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**LLD 6a Reading Comprehension: Responds to text** LLD 6a.3 Talks about pictures and ideas in familiar stories.
ELA.PK.16	

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(Begins in kindergarten.)	
ELA.PK.17 (Begins in kindergarten.)	
Range of Reading and Text Complexity	
ELA.PK.18 (Begins in kindergarten.)	
ELA.PK.19 (Begins in kindergarten.)	
Writing	
Text Types and Purposes	
ELA.PK.20 With prompting and support, use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book using discussion, experience, or texts.	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea. LLD 7b.6 Draws and writes to express ideas or share an opinion.
ELA.PK.21 With prompting and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts; name and supply some information about the topic using discussion, experience, or texts.	**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.
ELA.PK.22	**LLD 7b Writing: Uses writing to represent meaning**

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With prompting and support, use a combination of drawing, dictating, and writing to narrate text in sequential order (beginning, middle, end) using discussion, experience, or texts.	LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
Production and Distribution of Writing	
ELA.PK.23 (Begins in grade 3.)	
ELA.PK.24 (Begins in kindergarten.)	
ELA.PK.25 With guidance and support, explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.1 Explores various tools used to write.
Research to Build and Present Knowledge	
ELA.PK.26 With guidance and support, participate in shared research and writing during play (e.g., explore a number of books by a favorite author and express opinions about them).	**LLD 7b Writing: Uses writing to represent meaning** LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.
ELA.PK.27 With prompting and support, recall information from experiences to answer a question.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
ELA.PK.28 (Begins in grade 4.)	

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Range of Writing	
ELA.PK.29 (Begins in grade 3.)	
Speaking and Listening	
Comprehension and Collaboration	
ELA.PK.30 With prompting and support, participate in collaborative conversations about pre-k topics and texts with peers and adults through multiple exchanges.	**LLD 2b Communication: Uses conversational skills** LLD 2b.5 Engages in conversations through multiple exchanges.
ELA.PK.31 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by answering questions about details.	**LLD 1a Listening: Understands and interprets language** LLD 1a.4 Listens, then responds appropriately. **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.
ELA.PK.32 With prompting and support, ask and answer questions in order to seek help and get information.	**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.
Presentation of Knowledge and Ideas	
ELA.PK.33 Describe familiar people, places, things, and events.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.

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	LLD 2d Communication: Uses and expands vocabulary LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.
ELA.PK.34 With prompting and support, add drawings or other visual displays to descriptions as desired to provide additional details (e.g., 2- or 3-dimensional artwork).	**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.
ELA.PK.35 Use non-verbal communication or spoken language to express ideas, needs, and feelings.	**LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.3 Communicates needs, desires and ideas or asks simple questions.
Language	
Conventions of Standard English	
ELA.PK.36 Communicate clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Show proficiency with prepositions, regular/irregular past tense, verb, possessives, and noun-verb agreement. Show an understanding of a variety of sentences.	**LLD 2c Communication: Uses sentence structure** LLD 2c.6 Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 2c.7 Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.
ELA.PK.37 (Begins in Kindergarten.)	

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Knowledge of Language	
ELA.PK.38 (Begins in grade 2.)	
Vocabulary Acquisition and Use	
ELA.PK.39 (Begins in Kindergarten.)	
ELA.PK.40 With prompting and support, explore word categories and relationships among words. Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives and opposites (antonyms). Identify real-life connections between words and their meaning. Distinguish meaning among verbs describing the same general action (e.g., walk, march, strut, and prance) by acting out the meanings.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
ELA.PK.41 With prompting and support, use words and phrases acquired through conversations, being read to, and responding to texts.	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. LLD 2d.6 Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
Mathematics (M)	
Counting and Cardinality	

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Number names	
M.PK.1 Count in sequence to 10 and beyond.	**M 1a Number Sense: Verbally counts numbers** M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
M.PK.2 (Begins in kindergarten.)	
M.PK.3 Begin to identify and write some numerals.	**M 1b Number Sense: Identifies and writes numerals** M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.
Counting to tell the number of objects	
M.PK.4 Understand the relationship between numbers and quantities; connect counting to cardinality. Use one-to-one correspondence to count objects and match groups to objects. Match quantity with number symbols; given a number up to 10, counts out that many objects Recognize quantity without counting up to five objects.	**M 1b Number Sense: Identifies and writes numerals** M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. **M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. **M 1d Number Sense: Number quantities and comparison** 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.PK.5 Count to answer, “how many?” questions up to 10 items.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted.
Comparing and ordering numbers	

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M.PK.6 Identify whether the number of objects in one group is more, less, greater than, fewer, and or equal to number of objects in another group for up to 5 objects (e.g., by using matching and counting strategies).	**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.PK.7 Identify first and last related to order or position.	**M 4b Measurement: Compares and orders** M 4b.3 Compares and orders two to three objects. Identifies the first object.
Operations and Algebraic Thinking	
Composing and decomposing numbers	
M.PK.8 Recognize addition as putting objects together and subtraction as taking objects apart. (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	**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.PK.9 (Begins in kindergarten.)	
M.PK.10 Identify parts in relationship to a whole.	**M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers** M 1c.6 Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.
M.PK.11 Duplicate, create, and extend simple patterns using concrete objects.	**M 5 Patterns: Copies, creates and extends patterns** M 5.3 Fills in the missing piece of an AB pattern. M 5.4 Copies, creates and extends AB patterns.
M.PK.12	

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(Begins in kindergarten.)	
Number and Operations in Base Ten	
Work with numbers 11-19 to gain foundations for place value	
M.PK.13 (Begins in kindergarten.)	
Measurement and Data	
Describe and compare measurable attributes	
M.PK.14 With prompting and support, identify measurable attributes of objects, such as length and/or weight.	**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.PK.15 Represent and interpret data. Estimate the size of objects in comparison to a common unit of measurement, (e.g., more/less, long/short, big/little, light/heavy). Recognize and interpret information/symbols presented in tables and graphs.	**M 4a Measurement: Measures and estimates** M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary. **M 6 Classification: Sorts and graphs** M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.
Classify objects and count the number of objects in each category	
M.PK.16 Sort objects into categories according to common characteristics (e.g., color, size, shape) and count the number of objects.	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature. M 6.6 Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.

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Geometry	
Identify and describe shapes	
M.PK.17 Describe objects in the environment. Use the names of basic shapes. Describe the relative positions of objects using terms (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind).	**M 2b Spatial Awareness: Determines object location** M 2b.5 Explains the location of an object in relation to another object. **M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes.
M.PK.18 Correctly name basic shapes regardless of their orientations or overall size.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.4 Identifies four to six two-dimensional shapes. M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.
M.PK.19 Sort two-and three-dimensional shapes and objects.	**M 6 Classification: Sorts and graphs** M 6.3 Sorts objects by one feature.
Analyze, compare, create and compose shapes	
M.PK.20 Analyze and compare two- and three-dimensional shapes and objects in different sizes. Describe their similarities, differences, and other attributes.	**M 3 Shapes: Identifies shapes and their characteristics** M 3.6 Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or “corners” and recognizes shapes regardless of orientation.
M.PK.21 Create and build shapes from components (e.g., sticks and clay balls).	**M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.
M.PK.22	**M 2a Spatial Awareness: Understands how objects move in space.**

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With prompting and support, compose simple shapes to form larger shapes (e.g., “Can these two triangles, with full sides touching, join to make a rectangle?”)	M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation. **M 3 Shapes: Identifies shapes and their characteristics** M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.
Science (SC)	
Science as Inquiry	
Foundational Knowledge of Scientific Inquiry	
SC.PK.1 Ask questions that can be answered through active investigation.	**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.
SC.PK.2 Explore and discuss similarities and differences among objects and materials.	**SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.6 Classifies and sorts materials by a variety of physical properties.
SC.PK.3 Investigate cause and effect relationships through exploration, manipulation and interaction with the environment (problem solving techniques).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.2 Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect. SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
SC.PK.4	**SCI 1a Investigation & Inquiry: Asks questions and makes predictions.**

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Make predictions and brainstorm solutions.	SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome. **SED 4a Problem-Solving: Solves problems** SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult.
Utilization of Inquiry	
SC.PK.5 Identify the five senses and use them to make observations.	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon.
SC.PK.6 Explore observational tools (e.g., magnifying glass, stethoscope) to extend the five senses.	**SCI 4 Technology: Uses tools and technology to perform tasks** SCI 4.4 Explores simple tools or interacts with simple types of technology.
SC.PK.7 Engage in scientific talk by utilizing words (e.g., observe, compare, contrast, measure, reflect, predict, plan).	**LLD 2d Communication: Uses and expands vocabulary** LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
SC.PK.8 Communicate results, solutions, and conclusions through a variety of methods(e.g., verbal or visual representation).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. **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.
Scientific Knowledge	
Understanding the Living and Physical World	

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SC.PK.9 Explore and describe the natural environment verbally or through representation.	**SCI 2a Natural & Earth Science: Understands living and nonliving things** SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. **SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
SC.PK.10 Explore and describe changes in materials and relationships (e.g., cause/effect, seasons, life cycles, etc.).	**SCI 1b Investigation & Inquiry: Observes, describes and records** SCI 1b.5 Observes, describes and records a scientific phenomenon. **SCI 3b Physical Science: Explores the physical properties of materials** SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
SC.PK.11 Communicate awareness that people can impact the environment in positive and negative ways.	**SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment** SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.
Health and Physical Development (PH)	
Safety Practices	
PH.PK.1 Participate in safety stories, games, and drills (e.g., bus, fire, bike, and strangers).	**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.
PH.PK.2 Recognize symbols indicating danger (e.g., STOP signs, Mr. Yuk sticker).	**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.

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PH.PK.3 Respond appropriately to harmful and unsafe situations.	**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.
PH.PK.4 Follow classroom and community safety rules and routines (e.g., fire drills, bus rules, pedestrian safety).	**PD 3 Safety: Demonstrates safe practices** PD 3.3 Follows simple safety rules and avoids danger. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. **SED 2b Self-Regulation: Follows routines and transitions** SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.
PH.PK.5 With prompting and support, communicate an understanding of the importance of safety routines and rules.	**PD 3 Safety: Demonstrates safe practices** PD 3.5 Describes reasons for safety rules and reminds others to follow them.
Health Practices	
Healthy Development	
PH.PK.6 Complete personal care tasks (e.g., dressing, brushing teeth, toileting, and washing hands) independently.	**PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing** PD 4a.7 Independently maintains personal and hygiene needs.
PH.PK.7 Participate in structured and unstructured physical activities in order to enhance fitness.	**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. PD 1.6 Changes direction and speed of movement.
PH.PK.8	**PD 4b Personal Care: Understands bodily functions**

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Communicate an understanding of the importance of healthy routines (e.g., appropriate times to wash hands).	PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.
PH.PK.9 Demonstrate knowledge and skills that help promote nutritious food choices and eating habits (e.g., distinguish food as healthy or unhealthy; acknowledge moderation).	**PD 5 Nutrition: Follows healthy nutrition routines.** PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.
Gross Motor	
Gross Motor Development	
PH.PK.10 Develop motor control for a range of physical activities (e.g., walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping).	**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.
PH.PK.11 Develop motor coordination and skill in using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting a ball, and riding a tricycle).	**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 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
PH.PK.12 Demonstrate increased balance (e.g., balance beam, riding equipment, and play structures).	**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 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
PH.PK.13	**LLD 2b Communication: Uses conversational skills**

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Demonstrate awareness of own body and other people's space during interactions.	LLD 2b.7 Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.
PH.PK.14 Move body in relation to objects to effectively perform tasks (e.g., kick a ball, pedal a tricycle).	**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 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
Fine Motor	
Fine Motor Development	
PH.PK.15 Demonstrate increased ability, strength, dexterity, and control to manipulate and use tools (e.g., scissors, staplers, hammers, and eating utensils).	**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. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
PH.PK.16 Demonstrate increased accuracy of eye-hand coordination and use of opposing hand movements (e.g., building with blocks, stringing with beads, cutting with scissors, and putting puzzles together).	**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.
PH.PK.17	**LLD 7a Writing: Emergent writing** LLD 7a.3 Marks or scribbles. Begins to make letter-like forms.

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Explore a variety of writing tools and materials (e.g., pencils, markers, sand, developmentally appropriate digital tools).	LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.
PH.PK.18 Demonstrate increased ability with self-help skills (e.g., buttoning, zipping, and lacing).	**PD 2 Fine Motor: Builds strength and coordination of small movements** PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings. PD 2.6 Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.
The Arts (AR)	
Music	
AR.PK.1 Participate in music activities (e.g., listening, singing, and finger plays).	**CA 1c Music: Develops tone** CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.
AR.PK.2 Create music through a variety of techniques and tools (e.g., clapping, playing musical instruments, and using items from nature to create a beat).	**CA 1a Music: Expresses through music** CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. **CA 1b Music: Develops rhythm** CA 1b.6 Creates simple rhythm patterns.
AR.PK.3 Experiment with traditional and non-traditional musical instruments.	**CA 1a Music: Expresses through music** CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding or tapping various instruments.
AR.PK.4 Express what is felt and heard through musical elements (e.g., tempo and style).	**CA 1a Music: Expresses through music** CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.
Creative Movement	

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AR.PK.5 Move to different patterns of beat and rhythm in music.	**CA 2b Dance & Movement: Develops movement techniques** CA 2b.4 Demonstrates multiple ways to move body parts. Moves to the beat.
AR.PK.6 Use creative movement to express ideas or feelings and concepts.	**CA 2a Dance & Movement: Expresses through dance** CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.
Visual Arts	
AR.PK.7 Express thoughts and feelings through creative artwork (e.g., drawing, sculpting, and painting).	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3a.7 Creates art to express ideas, thoughts and feelings.
AR.PK.8 Communicate ideas, experiences, and knowledge through creative artwork.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.6 Creates art to represent an idea or object. Explains how it was made. CA 3a.7 Creates art to express ideas, thoughts and feelings.
AR.PK.9 Demonstrate a growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.	**CA 3a Visual Arts: Expresses through 2D and 3D visual art** CA 3a.5 Plans, designs and seeks materials to make a creation. **ATL 1b Attention & Persistence: Persists** ATL 1b.6 Persists on a challenging activity independently.
AR.PK.10 Describe one's own artwork.	**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.
AR.PK.11 Explore colors, textures, and techniques using different mediums (e.g., clay, natural materials, wood, sewing, digital graphics, and photography).	**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**

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	CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.6 Demonstrates a variety of techniques using a given tool or medium.
Dramatic Play	
AR.PK.12 Participate in a variety of pretend play to explore various roles (e.g., family and community members in the dramatic play area, blocks, and outdoors).	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.4 Plays a role in group dramatic play.
AR.PK.13 Use dialogue, actions, and objects to tell a story and communicate ideas, feelings, experiences, and knowledge.	**CA 4a Drama: Participates in dramatic and symbolic play** CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. **CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene. **LLD 2a Communication: Uses language to express information and ask/answer questions** LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
AR.PK.14 Show creativity through the use of materials in pretend play (e.g., costume pieces, props, puppets, and fabrics).	**CA 4b Drama: Uses and creates props to represent other objects or ideas** CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.
AR.PK.15	**CA 4b Drama: Uses and creates props to represent other objects or ideas**

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Utilize representation and symbolic play to extend play scenarios and create props for play (e.g., a block as a telephone or material as clothing).	CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.

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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.