



# 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<br><b>SED 1 Self-Awareness</b> | <b>SED 1 a Knows self and expresses confidence</b>       | 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.                                    |
|   | <b>SED 1 b Expresses needs and preferences</b>           | 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. |
|   | <b>SED 1 c Completes tasks independently</b>             | 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.                  |
|   | <b>SED 1 d Identifies emotions</b>                       | 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.   |
| <b>SED 2 Self-Regulation</b>                                  | <b>SED 2a Manages feelings and behavior</b>              | 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.   |
|   | <b>SED 2b Follows routines and transitions</b>           | 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.   |
| <b>SED 3 Social Relationships</b>                             | <b>SED 3a Develops relationships with adults</b>         | 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.                       |
|   | <b>SED 3b Develops relationships with peers</b>          | Notifies, responds to and looks at peers.   | Engages in simple interactions with peers.   | Shows interest in interacting with peers and may demonstrate preference for specific peers.             | Engages in interactions with peers and has preferred friends that they play with consistently.                                      | Demonstrates connection with others and identifies similar interests as friends.  | Describes personal friendships and meaningful relationships.   | Describes characteristics of positive friendships and how to build positive relationships.               | Describes different types of relationships. Takes care of self, others and considers the needs of others.                           |
|   | <b>SED 3c Participates cooperatively in groups</b>       | Engages in simple social interactions, such as games like peek-a-boo.                               | Mimics actions of others.  | Joins a group and participates in an activity when asked.   | With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. | Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion. | Identifies roles of self and others during group tasks or activities. Offers to help others.             | Fulfills personal roles and responsibilities when working in a group.                                    | Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.                          |
|   | <b>SED 3d Identifies and respects emotions of others</b> | 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.                                     |
| <b>SED 4 Problem-Solving</b>                                  | <b>SED 4a Solves problems</b>                            | 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.   |
|   | <b>SED 4b Responsible Decision-Making</b>                | 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.  |

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| Approaches to Learning   | ATL 1<br><b>Attention &amp; Persistence</b>   | ATL 1a <b>Attends</b>  | 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 <b>Persists</b>   | 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<br><b>Flexibility &amp; Play</b>        | ATL 2a <b>Shows flexibility</b>  | 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<br><b>Engages in play</b>   | 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<br><b>Gross Motor</b>                    | PD 1 <b>Builds strength, coordination and balance of large muscles</b>                                   | 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<br><b>Fine Motor</b>                     | PD 2 <b>Builds strength and coordination of small movements</b>  | 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<br><b>Safety</b>                         | PD 3 <b>Demonstrates safe practices</b>  | 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<br><b>Personal Care</b>                  | PD 4a <b>Implements self-care routines including rest, toileting, handwashing, exercise and dressing</b> | 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 <b>Understands bodily functions</b>  | 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<br><b>Nutrition</b> | PD5 <b>Follows healthy nutrition routines</b> | Cries when hungry.   | Communicates the need to eat and feeds self some finger foods.   | Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. | Identifies food and serves a portion into a bowl or plate and feeds self.   | Identifies food groups, sorts food and identifies food that is nutritious  | Describes how nutritious food helps the body grow and develop and helps to prepare food.   | Describes what happens after the consumption of food.  | Prepares simple food for self.   |  |

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| LLD 1 Listening                               | <b>LLD 1a Understands and interprets language</b>                                 | 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.  |
|   | <b>LLD 1b Follows directions</b>  | 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                           | <b>LLD 2a Uses language to express information and ask/answer questions</b>       | 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.  |
|   | <b>LLD 2b Uses conversational skills</b>  | 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.   |
|   | <b>LLD 2c Uses sentence structure</b>   | 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.   |
|   | <b>LLD 2d Uses and expands vocabulary</b>   | 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                  | <b>LLD 3a Rhyme</b>   | 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.  |
|   | <b>LLD 3b Hears Large Units of Sound</b>  | 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.   |
|   | <b>LLD 3c Hears Small Units of Sound</b>  | 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                    | <b>LLD 4 Identifies letters, makes letter-sound connections and decodes words</b> | 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                       | <b>LLD 5 Uses print concepts and explores books and other text</b>                | 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                   | <b>LLD 6a Responds to text</b>  | 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.                                |
|   | <b>LLD 6b Retells, asks and answers questions about a text or story</b>           | 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                                 | <b>LLD 7a Emergent Writing</b>  | 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.  |
|   | <b>LLD 7b Uses writing to represent meaning</b>                                   | 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.  |

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| <b>M 1 Number Sense</b>      | <b>M 1a Verbally counts numbers</b>                                    | 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.  |
|                              | <b>M 1b Identifies and writes numerals</b>                             | 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.                                 |
|                              | <b>M 1c Counting one-to-one, and composing and decomposing numbers</b> | 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.  |
|                              | <b>M 1d Number Quantities and Comparison</b>                           | 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.  |
|                              | <b>M 1e Addition and Subtraction</b>                                   | 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.           |
| <b>M 2 Spatial Awareness</b> | <b>M 2a Understands how objects move in space</b>                      | 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.   |
|                              | <b>M 2b Determines object location</b>                                 | 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.                                    |
| <b>M 3 Shapes</b>            | <b>M 3 Identifies shapes and their characteristics</b>                 | 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.  |
| <b>M 4 Measurement</b>       | <b>M 4a Measures and Estimates</b>                                     | 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. |
|                              | <b>M 4b Compares and Orders</b>  | 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.                             |
| <b>M 5 Patterns</b>          | <b>M 5 Copies, Creates, and Extends Patterns</b>                       | Plays predictable activities with caregivers, such as pat-a-cake and peekaboo. | Notifies things that repeat in the environment.   | Fills in the missing piece of an AB pattern.   | Copies, creates and extends AB patterns.  | Fills in the missing piece of complex patterns, such as ABC or AABB.  | Copies, creates and extends complex patterns, such as ABC or AABB.  | Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAB.                       | Develops and explains own formula for creating a variety of patterns.   |
| <b>M 6 Classification</b>    | <b>M 6 Sorts and graphs</b>  | Notifies when two objects are similar in some way.                             | Creates groups of objects by common characteristics but may be mixed or inconsistent.                             | Sorts objects by one feature.  | After sorting objects by one feature, sorts again by a different feature  | Sorts objects by more than one feature and explains why.  | Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.   | Gathers, represents and answers questions about objects or data in three categories.  | Gathers, represents and answers questions about objects or data in four categories.   |

| Individual children develop at a unique pace.   |  | Infant   | Toddler  | Preschool   | Primary   |  |   |  |  |
|---|--|--|--|---|---|--|---|--|--|
| Skill / Skill Code  | Sub-skill / Definition   | Benchmark 1  | Benchmark 2  | Benchmark 3   | Benchmark 4   | Benchmark 5  | Benchmark 6   | Benchmark 7  | Benchmark 8  |
| <br><b>Science</b>                           | <b>SCI 1 Investigation &amp; Inquiry</b>   | <b>SCI 1a Asks questions and makes predictions</b><br>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.            |
|   |  | <b>SCI 1b Observes, describes and records</b><br>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.                       |
|   | <b>SCI 2 Natural &amp; Earth Science</b>   | <b>SCI 2a Understands living and nonliving things</b><br>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.                    |
|   |  | <b>SCI 2b Demonstrates knowledge of Earth's environment</b><br>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.   |
|   | <b>SCI 3 Physical Science</b>  | <b>SCI 3a Explores forces and motion</b><br>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.  |
|   |  | <b>SCI 3b Explores the physical properties of materials</b><br>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.  |
|   | <b>SCI 4 Technology</b>  | <b>SCI 4 Uses tools and technology to perform tasks</b><br>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.   |
|   | <br><b>Social Studies</b> | <b>SS 1 Culture &amp; Community</b>  | <b>SS 1a Identifies community and family roles</b><br>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.  |
| <b>SS 1b Explores and respects cultures and traditions</b><br>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.  |
| <b>SS 1c Respects diversity</b><br>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.   |
| <b>SS 2 Civics &amp; Economics</b>  |  | <b>SS 2a Follows rules, limits and expectations</b><br>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.                                   |
|   |  | <b>SS 2b Understands concepts of money and economics</b><br>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. |
| <b>SS 3 Geography</b>   |  | <b>SS 3a Identifies types of places</b><br>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.   |
|   |  | <b>SS 3b Interacts with maps</b><br>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.  |
| <b>SS 4 History &amp; Sense of Time</b>   |  | <b>SS 4 Develops sense of time</b><br>Focuses on interactions with others for a short time.                                | Indicates the beginning or ending of an event  | Describes events as they happen. Uses words such as "first" and "then."   | Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.                           | Uses language of time to describe familiar sequences of events.  | Retells historical, fictional or past events or stories.  | Compares and contrasts current and historical conditions of familiar environments.   | Describes relationships between past events and current conditions. Explains why it is important to understand historical events.          |

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

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