

Developmental Continuum of Skills

Individual children develop at a unique pace. **Infant** **Toddler** **Preschool** **Pre-Primary** **Primary**

Skill / Skill Code	Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1a Knows self and increases confidence	Responds to name, explores hands and looks in mirror.	Recognizes self in photos or in a mirror.	Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.	Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task to get quicker or improved results.	Predicts how self and others might be able to perform in a task and describes what is needed to improve.	Describes personal talents and exhibits pride of personal accomplishments.
	SED 1b Expresses curiosity, preference and initiative	Vocalizes or moves to express wants and needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Takes initiative to pursue interests. Describes and compares preferences of self and others.	Negotiates to obtain personal preference in a situation.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Negotiates ways for self and others to both participate according to unique preferences and to attend differing wants.
	SED 2a Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Experiments and role-plays with a range of emotions.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	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.	Applies strategies for managing own emotions and behaviors.
	SED 2b Manages feelings and behavior	Calms with support from caregiver.	Soothes self by seeking a familiar object or thing.	Mimics breathing and calming strategies. Practices waiting for a turn.	Controls impulses with reminders.	Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Describes appropriate responses to different emotions.	Describes strategies to calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
SED 3 Attention & Persistence	SED 3a Follows routines and transitions	Reacts to changes in tone of voice or expression.	Cooperates during familiar routines and familiar activities.	Recognizes a familiar activity or routine. Redirects to a new activity with help.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines on own. With support, negotiates ways to handle nonroutine 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.	Applies strategies with increasing consistency to adjust and calm one-self in new or stressful situations.
	SED 3b Attends and engages	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 independently or with an adult.	Practices or repeats an activity many times until successful. Expresses delight over a successful project.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least 10 minutes even if there are distractions.	Sustains focus for at least 30 minutes even if there are distractions.	Sustains focus for 45 minutes even if there are distractions.
SED 4 Social Relationships	SED 4a Shows flexibility and inventiveness	Shifts attention from one person or thing to another.	Repeats actions to gain a result.	Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it.	Demonstrates flexibility and imagination while working on a task.	Imagines new ways to approach a task or discover information when obstacles are present.	Plans steps to pursue an idea and implements it independently.	Plans steps to pursue an idea and implements it independently.
	SED 4b Develops relationships with adults and peers	Responds to primary caregivers through contact and gentle touch.	Greets and stays near familiar people.	Initiates and plays side by side with one or more familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Describes personal friendships and meaningful relationships.	Plans how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
SED 4c Participates cooperatively in groups	SED 4c1 Participates cooperatively in groups	Enjoys turn-taking games such as peekaboo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Identifies roles of self and others during tasks or pretend play. Offers to help others.	Suggests solutions to group problems.	Fulfills personal roles and responsibilities when working in a group. Show empathy to others.	Works collaboratively in a group and encourages others to include or help another person.
	SED 4d Identifies and respects differences in others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores people and their features side by side in a book or a mirror.	Identifies emotions of others. Demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Identifies complex feelings of others and responds accordingly.	Wishes to understand and support others' feelings, beliefs and needs.	Includes and stands up for others who look differently and have differing abilities or traditions.

PD 1 Gross Motor	PD 1a Builds strength, coordination and balance of large muscles	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 and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on a foot. Throws both overhead 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. Steps off a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.	
	PD 2 Fine Motor	PD 2a Builds strength and coordination of small movements	Opens, closes, twists and pulls objects with one or both hands.	Purposely grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, groups and stacks objects of all sizes with speed and accuracy.	
	PD 3 Safety	PD 3a Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and help 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-help routines for hygiene and dressing	Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.	Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.	With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.	Describes the function of basic body parts. Can locate body pain. Regulates toileting and bathroom needs. Follows a routine of rest and active play. Meets most personal needs.	Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.	Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.	Explains examples of positive choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.	Explains how to manage health and role of nutrition, exercise and rest in self and others.
	PD 5 Nutrition	PD 5a Follows healthy nutrition routines	Cries when hungry or tired.	Communicates the need to eat, rest and drink. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate foods.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.

LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of simple familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred meanings.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.	
	LLD 1b Follows directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	With prompts and gestures, follows 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 shared verbally.	Responds to verbal statements that have implied directions or requests.	
	LLD 2a Uses language to express ideas	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas. Asks and responds to questions.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains personal thoughts about familiar people, places and events.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	
	LLD 2b Uses conversational skills	Mimics single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language, braille, a second language or technology. 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.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root words.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	LLD 2c Uses and expands vocabulary	Makes noises 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 from root words.	Manipulates syllables and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.	
	LLD 3 Phonological Awareness	LLD 3a Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.	Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.	Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.	Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Identifies and isolates individual sounds heard in one-syllable words. Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.
	LLD 4 Alphabetic Knowledge	LLD 4a Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between numbers in print. Recognizes letters and numbers in print.	Recognizes some common words in print, such as his/her name, mom, dad.	Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
LLD 4b Makes letter-sound connections and decodes words	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies 12 to 15 letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.		
LLD 5 Concepts of Print	LLD 5a Responds to text	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	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 simple experience or object from one's life.	With support, compares similarities between two texts.	Makes many text-to-text, text-to-self and text-to-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Composes the main points of two texts.	
LLD 6 Reading Comprehension	LLD 6a Retells, asks and answers questions about a text or story	Holds book and looks intently at each page.	Answers "where" questions by pointing.	Answers "what" questions about stories and books. Recalls the name of the main character.	Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.	Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.	With prompting, retells major events of a story in a sequence.	Retells stories with key details. Discusses setting, characters and events.	Summarizes texts and their messages. Describes the points of view of various characters.	
LLD 7 Writing	LLD 7a Writes to represent meaning	Writes letter-like forms and creates his/her own symbols. Scribbles or draws marks as a representation of an object or person.	Makes random marks with writing tools. Make handprints or fingerprints.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea or conclusion.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences related to a story or short information. Provides a concluding statement.	Writes simple and compound sentences. Uses common. Checks and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.	

MR 1 Number Sense	MR 1a Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to 10.	Identifies and writes numerals to 20.	Identifies numerals to 100 and understands place value to the hundreds place.	Compares and orders numerals to 1000. Identifies if a number is even or odd.	
	MR 1b Determines quantity	Hears rote counting.	Repeats number words when heard.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.	
	MR 1c Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds to and removes from group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to 10 in more than one way, e.g., 7 = 3 + 4 just as 7 = 2 + 5.	Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	MR 2a Understands how objects move in space	Tries to put one object inside another.	Purposely turns or spins objects. Fills container then dumps out the contents.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	MR 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 behind, between, in front of or next to 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.	Explains the location of an object in relation to another object.	Makes simple maps or models to represent the location of objects.	Identifies locations of objects or places.	
	MR 3a Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Identifies and draws complex shapes. Separates a shape into four equal parts.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	MR 3b Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Matches size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical object estimates and uses measurement tools to check estimation.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.
MR 4a Compares and series	Picks up and puts down objects. Demonstrates an understanding of "more."	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using words like first, then and last.	Arranges and orders multiple objects by size, length, hue or weight.	Arranges and orders multiple objects by size, length, hue or weight.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
MR 5 Patterns	MR 5a Reproduces and creates patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.	
MR 6a Matches and sorts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sorts objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.	
MR 7 Logic & Reasoning	MR 7a Recalls info, builds memory, reasoning and problem-solving	Reacts to unexpected noises, lights or sights and determines if safe or scary.	Experiments with cause and effect.	Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.	Plans steps to accomplish task and explores many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	

SCI 1 Investigation & Inquiry	SCI 1a Observes, inquires and investigates	Looks for a person or toy that has touched and manipulating them. Asks one- to two-word questions.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	Identifies personal interests and seeks to learn more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains how gathered information. Gathers information or experiments to prove/hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism'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.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather.	Identifies the climate and weather in the immediate environment.	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 Explores forces, motion and physical properties of materials	Uses senses to explore objects in an immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.	Explains motion by moving, rolling, blowing on or dropping a toy. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Recognizes that gravity makes unattached objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that gravity makes unattached objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.
SCI 4 Technology	SCI 4a Uses tools and technology to perform tasks	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help solve time, solve a problem or increase enjoyment.

SS 1 Culture & Community	SS 1a Identifies community and family roles	Recognizes to primary caregivers. Responds to self as being separate from others.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets. Community helpers.	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 in rural, urban and suburban communities and how these features impact roles and responsibilities.
	SS 1b Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
	SS 1c Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts respectfully with people who look, learn, believe or move differently than self.	Follows familiar rules, 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.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.
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 authority figures.	Follows familiar rules, 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 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 and interacts with maps	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places such as home, church, stores. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
SS 4 History & Sense of Time	SS 4a Develops sense of time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, 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.

CA 1 Music	CA 1a Expresses through music	Responds to sounds.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Creates music, common objects or instruments to create voice. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	CA 1b Develops rhythm and tone	Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Understands difference between singing and speaking voices.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds.
	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 the difference between energy in dance, e.g., gentle versus explosive or small versus large movements.	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	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.
	CA 2b Develops movement techniques	Moves body in a variety of ways.	Moves body purposefully. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Follows a leader to perform a simple movement pattern.	Follows a leader to perform a simple movement pattern.	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.
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 s/he 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 and 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 role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple preplanned 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 objects to play out a scene.	Creates a setting, characters and events to tell a story.	Creates a setting, characters and events to tell a story.	Plans a story and creates costumes, settings or props to create a mood or environment.

Skill	Goal	Pre Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Approach to Second Language Acquisition	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 write and read in target language.
	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		