



Florida Early Learning and  
Developmental Standards

# Birth to Kindergarten

(2017)



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.

## HOW TO USE THE STANDARDS FOR CHILDREN BIRTH TO KINDERGARTEN

The **domains**, or areas of development, are a useful way to look at the developmental progression of related skills and abilities of children. They are identified with a capital Roman numeral (e.g., I, II, III). Each domain is further divided into **components**, **sub-components** (where applicable), **standards** and, where appropriate, **benchmarks**. Components are the organizing concepts of each domain and represent the major topics to be addressed during each age range. They are identified in the color of the domain with a capital letter (e.g., A, B, C). Standards are expectations of what children should know and be able to do by the end of each age range; they are identified by a numeral (e.g., 1, 2, 3). A description of each standard is also provided. Benchmarks are more precise than standards and are set to reflect the level of skill and knowledge that should be demonstrated by a child at the end of the experience for each age range (e.g., a, b, c). The purpose of these benchmarks is to establish goals for children that maximize their chances for success. Examples provided to clarify standards and benchmarks do not represent an inclusive list of all possible examples.

Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe. Standards and benchmarks can assist teachers in planning instruction and discussing expectations and growth with a child's family.

The Standards for Children Birth to Kindergarten are grouped around eight domains of early learning and development:

- I. Physical Development
- II. Approaches to Learning
- III. Social and Emotional Development
- IV. Language and Literacy
- V. Mathematical Thinking
- VI. Scientific Inquiry
- VII. Social Studies
- VIII. Creative Expression Through the Arts

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## I. PHYSICAL DEVELOPMENT DOMAIN \*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. HEALTH AND WELLBEING</b>					
<b>a. Active Physical Play</b>					
<b>1. Engages in physical activities with increasing balance, coordination, endurance and intensity</b>					
<b>Benchmark a:</b> Demonstrates beginning signs of balance, control and coordination	<b>Benchmark a:</b> Uses movement and senses to explore and learn	<b>Benchmark a:</b> Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	<b>Benchmark a:</b> Engages in active physical play for short periods of time	<b>Benchmark a:</b> Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	<b>Benchmark a:</b> Seeks to engage in physical activities or active play routinely with increased intensity and duration
<b>b. Safety</b>					
<b>1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities</b>					
Not typically observed	Not typically observed	<b>Benchmark a:</b> Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)	<b>Benchmark a:</b> Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)	<b>Benchmark a:</b> Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	<b>Benchmark a:</b> Consistently follows basic safety rules independently across different situations  <b>Benchmark b:</b> Identifies consequences of not following safety rules
<b>c. Personal Care Routines</b>					
<b>1. Responds to and initiates care routines that support personal hygiene</b>					
Not typically observed	<b>Benchmark a:</b> Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)	<b>Benchmark a:</b> Actively participates in simple steps of hygiene routines with adult	<b>Benchmark a:</b> Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration	<b>Benchmark a:</b> Carries out familiar hygiene routines with occasional reminders of how to do them	<b>Benchmark a:</b> Initiates and completes familiar hygiene routines independently

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
d. Feeding and Nutrition					
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices					
<b>Benchmark a:</b> Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	<b>Benchmark a:</b> Feeds self some finger food items (feeds self small pieces of food from tray)	<b>Benchmark a:</b> Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help	<b>Benchmark a:</b> Feeds self a wide variety of foods using developmentally appropriate basic utensils	<b>Benchmark a:</b> Serves self or others by scooping or pouring from containers	<b>Benchmark a:</b> Assists adults in preparing simple foods to serve to self or others
	<b>Benchmark b:</b> Shows interest in new foods that are offered	<b>Benchmark b:</b> Shows willingness to try new foods when offered on multiple occasions	<b>Benchmark b:</b> Expresses preferences about foods, specifically likes or dislikes	<b>Benchmark b:</b> Begins to recognize nutritious food choices and healthy eating habits	<b>Benchmark b:</b> Recognizes nutritious food choices and healthy eating habits
	<b>Benchmark c:</b> Shows preference for food choices	<b>Benchmark c:</b> Sometimes makes choices about which foods to eat when offered several choices	<b>Benchmark c:</b> Communicates to adults when hungry, thirsty or has had enough to eat		
	<b>Benchmark d:</b> Explores food with fingers	<b>Benchmark d:</b> Distinguishes between food and non-food items			
B. MOTOR DEVELOPMENT					
a. Gross Motor Development					
1. Demonstrates use of large muscles for movement, position, strength and coordination					
<b>Benchmark a:</b> Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)	<b>Benchmark a:</b> Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces	<b>Benchmark a:</b> Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	<b>Benchmark a:</b> Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	<b>Benchmark a:</b> Begins to balance, such as on one leg or a beam, for short periods	<b>Benchmark a:</b> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
				<p><b>Benchmark b:</b> Begins to perform some skills, such as jumping for height and hopping</p> <p><b>Benchmark c:</b> Engages in physical activity that requires strength and stamina for brief periods</p>	<p><b>Benchmark b:</b> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</p> <p><b>Benchmark c:</b> Engages in more complex movements (e.g., riding a tricycle with ease)</p> <p><b>Benchmark d:</b> Engages in physical activities of increasing levels of intensity for sustained periods of time</p>
<b>2. Demonstrates use of large muscles to move in the environment</b>					
<b>Benchmark a:</b> Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	<b>Benchmark a:</b> Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	<b>Benchmark a:</b> Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	<b>Benchmark a:</b> Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	<b>Benchmark a:</b> Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)	<b>Benchmark a:</b> Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
b. Gross Motor Perception (Sensorimotor)					
1. Uses perceptual information to guide motions and interactions with objects and other people					
<b>Benchmark a:</b> Exhibits body awareness and starts to move intentionally	<b>Benchmark a:</b> Begins to act and move with intention and purpose	<b>Benchmark a:</b> Acts and moves with intention and purpose	<b>Benchmark a:</b> Develops independence through coordinated and purposeful movements and activities	<b>Benchmark a:</b> Begins to act and move with purpose and recognizes differences in direction, distance and location	<b>Benchmark a:</b> Acts and moves with purpose and independently recognizes differences in direction, distance and location
	<b>Benchmark b:</b> Begins to discover how the body fits and moves through space	<b>Benchmark b:</b> Begins to demonstrate awareness of own body in space	<b>Benchmark b:</b> Demonstrates awareness of own body in space	<b>Benchmark b:</b> Demonstrates awareness of own body in relation to others	<b>Benchmark b:</b> Demonstrates spatial awareness through play activities
		<b>Benchmark c:</b> Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)	<b>Benchmark c:</b> Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)		
c. Fine Motor Development					
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks					
<b>Benchmark a:</b> Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	<b>Benchmark a:</b> Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	<b>Benchmark a:</b> Gains control of hands and fingers	<b>Benchmark a:</b> Coordinates the use of hands and fingers	<b>Benchmark a:</b> Uses various drawing and art tools with developing coordination	<b>Benchmark a:</b> Shows hand control using various drawing and art tools with increasing coordination

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</b>					
<b>Benchmark a:</b> Displays beginning signs of strength, control and eye-hand coordination	<b>Benchmark a:</b> Coordinates the use of arms, hands, fingers to accomplish tasks	<b>Benchmark a:</b> Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)	<b>Benchmark a:</b> Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	<b>Benchmark a:</b> Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)	<b>Benchmark a:</b> Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)
				<b>Benchmark b:</b> Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	<b>Benchmark b:</b> Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting
					<b>Benchmark c:</b> Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## II. APPROACHES TO LEARNING DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. EAGERNESS AND CURIOSITY</b>					
1. Shows awareness of and interest in the environment	1. Begins to show eagerness and curiosity as a learner	1. Shows eagerness and curiosity as a learner	1. Shows increased eagerness and curiosity as a learner	1. Shows curiosity and is eager to learn new things and have new experiences	1. Shows increased curiosity and is eager to learn new things and have new experiences
<b>B. PERSISTENCE</b>					
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	1. Pays attention briefly and persists in repetitive tasks	1. Pays attention for longer periods of time and persists at preferred activities	1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem	1. Sustains attention for brief periods and finds help when needed	1. Attends to tasks for a brief period of time
<b>C. CREATIVITY AND INVENTIVENESS</b>					
1. Notices and shows interest in and excitement about familiar objects, people and events	1. Approaches and explores new experiences in familiar settings	1. Explores the various new properties and uses for familiar objects and experiences	1. Explores the environment with purpose and flexibility	1. Approaches daily activities with creativity	1. Approaches daily activities with creativity and inventiveness
<b>D. PLANNING AND REFLECTION</b>					
Not yet typically observed	Not yet typically observed	Not yet typically observed	Not yet typically observed	1. Shows initial signs of planning and learning from their experiences	1. Demonstrates some planning and learning from experiences

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



### III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. EMOTIONAL FUNCTIONING</b>					
<b>1. Expresses, identifies and responds to a range of emotions</b>					
<b>Benchmark a:</b> Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions	<b>Benchmark a:</b> Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults	<b>Benchmark a:</b> Begins to physically respond to the feelings of others	<b>Benchmark a:</b> Labels simple emotions in self and others (e.g., happy, sad)	<b>Benchmark a:</b> Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	<b>Benchmark a:</b> Recognizes the emotions of peers and responds with empathy and compassion
<b>2. Demonstrates appropriate affect (emotional response) between behavior and facial expression</b>					
<b>Benchmark a:</b> Shows recognition of familiar adults and imitates their facial expressions	<b>Benchmark a:</b> Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation	<b>Benchmark a:</b> Begins to put words to emotions in interactions with others	<b>Benchmark a:</b> Continues to expand the use of emotion words using them in appropriate settings	<b>Benchmark a:</b> Verbalizes own feelings and those of others	<b>Benchmark a:</b> Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately
<b>B. MANAGING EMOTIONS</b>					
<b>1. Demonstrates ability to self-regulate</b>					
<b>Benchmark a:</b> Uses preferred adult to help soothe	<b>Benchmark a:</b> Soothes with preferred adult during distress to help calm self	<b>Benchmark a:</b> Looks to adults to soothe and may use a transitional object during times of distress	<b>Benchmark a:</b> Takes cues from preferred adult and others to expand their strategies and tools to self-regulate	<b>Benchmark a:</b> Begins to verbalize their emotions	<b>Benchmark a:</b> Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>2. Attends to sights, sounds, objects, people and activities</b>					
<b>Benchmark a:</b> Attends to sights, sounds and people for brief and increasing periods of time	<b>Benchmark a:</b> Exhibits joint attention	<b>Benchmark a:</b> Maintains focus for longer periods of time and persists at preferred activities	<b>Benchmark a:</b> Spends more time in child-initiated activities	<b>Benchmark a:</b> Begins to sustain attention for brief period of time in group activities	<b>Benchmark a:</b> Increases attention to preferred activities and begins to attend to non-preferred activities
<b>C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>					
<b>1. Develops positive relationships with adults</b>					
<b>Benchmark a:</b> Experiences and develops secure relationship with a primary caregiver	<b>Benchmark a:</b> Develops secure and responsive relationships with consistent adults	<b>Benchmark a:</b> Enjoys games and other social exchanges with familiar adults	<b>Benchmark a:</b> Enjoys sharing new experiences with familiar adults	<b>Benchmark a:</b> Develops positive relationships and interacts comfortably with familiar adults	<b>Benchmark a:</b> Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults
<b>2. Develops positive relationships with peers</b>					
<b>Benchmark a:</b> Notices peers by looking, touching or making sounds directed toward the child	<b>Benchmark a:</b> Shows interest in peers who are playing nearby and interacts with them briefly	<b>Benchmark a:</b> Plays alongside peers and engages in simple turn-taking	<b>Benchmark a:</b> Seeks out other children and plays alongside and on occasion with other children	<b>Benchmark a:</b> Builds social relationships and becomes more connected to other children	<b>Benchmark a:</b> Plays with peers in a coordinated manner including assigning roles, materials and actions
				<b>Benchmark b:</b> Demonstrates strategies for entry into social play with peers	<b>Benchmark b:</b> Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking
				<b>Benchmark c:</b> Develops an initial understanding of bullying	<b>Benchmark c:</b> Responds appropriately to bullying behavior

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>3. Develops increasing ability to engage in social problem solving</b>					
<b>Benchmark a:</b> Signals when there is a problem to seek adult attention and support	<b>Benchmark a:</b> Demonstrates emotional expressions to signal for adult assistance	<b>Benchmark a:</b> May imitate others in resolving problems using simple actions	<b>Benchmark a:</b> Identifies the problem and requests adult support to address the problem for their desired solution	<b>Benchmark a:</b> Able to suggest a potential solution to social problems and with adult support is able to follow through	<b>Benchmark a:</b> Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution
<b>4. Exhibits empathy by demonstrating care and concern for others</b>					
<b>Benchmark a:</b> Cries when hearing other children cry	<b>Benchmark a:</b> Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)	<b>Benchmark a:</b> Notices the emotions of others and engages in an intentional action in response	<b>Benchmark a:</b> Recognizes that others have feelings different than their own and often responds with comforting actions	<b>Benchmark a:</b> Responds to the emotions of others with comforting words or actions	<b>Benchmark a:</b> Able to take the perspective of others and actively respond in a manner that is consistent and supportive
<b>D. SENSE OF IDENTITY AND BELONGING</b>					
<b>1. Develops sense of identity and belonging through play</b>					
<b>Benchmark a:</b> Eagerly bids for attention of adults	<b>Benchmark a:</b> Expectantly bids for attention from adults and other children	<b>Benchmark a:</b> Seeks out preferred companions and eagerly engages in parallel play with others	<b>Benchmark a:</b> Continues to engage in parallel play but also begins to play with other preferred playmates	<b>Benchmark a:</b> Continues to play with preferred playmates	<b>Benchmark a:</b> Engages in associative play and begins to play cooperatively with friends
<b>2. Develops sense of identity and belonging through exploration and persistence</b>					
<b>Benchmark a:</b> Shows interest and inclination to explore without adult direction	<b>Benchmark a:</b> Explores for extended periods and delights in discoveries	<b>Benchmark a:</b> Capable of sustained independent play at activities the child enjoys	<b>Benchmark a:</b> Continues sustained independent play while participating in more complex activities	<b>Benchmark a:</b> Continues sustained independent play and participates in more planned group activities	<b>Benchmark a:</b> Persists at individual planned experiences, caregiver-directed experiences and planned group activities

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>3. Develops sense of identity and belonging through routines, rituals and interactions</b>					
<b>Benchmark a:</b> Begins to respond positively to familiar routines and rituals initiated by familiar adult	<b>Benchmark a:</b> Responds positively to and expects patterned routines, rituals and interactions initiated by an adult	<b>Benchmark a:</b> Begins to initiate and participate in some familiar routines and rituals	<b>Benchmark a:</b> Initiates and participates in the rituals and routines of the day	<b>Benchmark a:</b> Begins to show a willingness to be flexible if routines must change in minor ways	<b>Benchmark a:</b> Demonstrates willingness to be flexible if routines must change
<b>4. Develops sense of self-awareness and independence</b>					
<b>Benchmark a:</b> Signals preferences related to objects and people (e.g., preferring one pacifier over another)	<b>Benchmark a:</b> Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation	<b>Benchmark a:</b> Initiates independent problem-solving efforts but appropriately asks for support from adults when needed	<b>Benchmark a:</b> Verbally or nonverbally communicates more clearly on needs and wants	<b>Benchmark a:</b> Increasingly uses words to communicate needs and wants	<b>Benchmark a:</b> Uses words to communicate personal characteristics, preferences, thoughts and feelings
<b>Benchmark b:</b> Begins to recognize own abilities and preferences	<b>Benchmark b:</b> Recognizes own abilities and preferences	<b>Benchmark b:</b> Begins to verbally or non-verbally communicate own preferences	<b>Benchmark b:</b> Communicates verbally or nonverbally own preferences	<b>Benchmark b:</b> Begins to recognize preferences of others	<b>Benchmark b:</b> Recognizes preferences of others
	<b>Benchmark c:</b> Responds to name when called	<b>Benchmark c:</b> Begins to recognize obvious physical similarities and differences between self and others	<b>Benchmark c:</b> Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	<b>Benchmark c:</b> Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	<b>Benchmark c:</b> Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)
				<b>Benchmark d:</b> Begins to identify self as part of a group (e.g., class or family)	<b>Benchmark d:</b> Identifies self as a unique member of a group (e.g., class, school, family or larger community)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## IV. LANGUAGE AND LITERACY DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. LISTENING AND UNDERSTANDING</b>					
<b>1. Demonstrates understanding when listening</b>					
<b>Benchmark a:</b> Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences	<b>Benchmark a:</b> Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	<b>Benchmark a:</b> Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information	<b>Benchmark a:</b> Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations	<b>Benchmark a:</b> Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	<b>Benchmark a:</b> Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others
<b>Benchmark b:</b> Responds to gestures of adults	<b>Benchmark b:</b> Uses gestures to direct adult attention	<b>Benchmark b:</b> Responds appropriately to simple requests	<b>Benchmark b:</b> Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures	<b>Benchmark b:</b> Shows understanding by answering factual questions and responding appropriately to what is said	<b>Benchmark b:</b> Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said
<b>Benchmark c:</b> Responds to gestures that indicate understanding of what is being communicated	<b>Benchmark c:</b> Responds to adult's request using gestures or simple words showing an understanding of what is being said	<b>Benchmark c:</b> Uses nonverbal gestures to respond to adult's language and oral reading			

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
2. Increases knowledge through listening					
<b>Benchmark a:</b> Reacts to environmental sounds and verbal communication	<b>Benchmark a:</b> Responds to vocalizations during daily routines	<b>Benchmark a:</b> Responds verbally and nonverbally to spoken language	<b>Benchmark a:</b> Responds to an adult’s simple questions about what is being learned	<b>Benchmark a:</b> Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	<b>Benchmark a:</b> Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
<b>Benchmark b:</b> Turns head toward familiar sounds	<b>Benchmark b:</b> Responds by turning and smiling when name is spoken	<b>Benchmark b:</b> Begins to participate in simple conversations	<b>Benchmark b:</b> Participates in simple conversations	<b>Benchmark b:</b> Observes simple aspects of child’s world and responds and reacts	<b>Benchmark b:</b> Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play
<b>Benchmark c:</b> Responds to repeated words and phrases	<b>Benchmark c:</b> Begins to responds to adult questions	<b>Benchmark c:</b> Responds to language during conversations, songs, stories or other experiences	<b>Benchmark c:</b> Identifies specific sounds, such as animal sounds and environmental sounds		
3. Follows directions					
<b>Benchmark a:</b> Responds in varied ways to the speaker’s voice (e.g., turning head, making eye contact)	<b>Benchmark a:</b> Focuses attention on speaker when asked to do something	<b>Benchmark a:</b> Follows simple one-step directions with scaffolding	<b>Benchmark a:</b> Follows multi-step directions with reminders	<b>Benchmark a:</b> Achieves mastery of one-step directions and usually follows two-step directions	<b>Benchmark a:</b> Achieves mastery of two-step directions and usually follows three-step directions
B. SPEAKING					
1. Speaks and is understood when speaking					
<b>Benchmark a:</b> Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs	<b>Benchmark a:</b> Increases vocalizations	<b>Benchmark a:</b> Speaks using new words and phrases and is understood by familiar adult 50 percent of the time	<b>Benchmark a:</b> Speaks and is understood by familiar peer or adult most of the time	<b>Benchmark a:</b> Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	<b>Benchmark a:</b> Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>C. VOCABULARY</b>					
<b>1. Shows an understanding of words and their meanings (receptive)</b>					
<b>Benchmark a:</b> Begins to look at familiar people, objects or animals when they are named	<b>Benchmark a:</b> Looks intently at or points at person or object that has been named with the goal of establishing joint attention	<b>Benchmark a:</b> Points to pictures in book when named and/or points to body parts when asked	<b>Benchmark a:</b> Responds appropriately to almost all adult speech including requests involving multiple steps	<b>Benchmark a:</b> Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	<b>Benchmark a:</b> Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
<b>Benchmark b:</b> Begins orienting to own name and enjoys playful word games like peek-a-boo	<b>Benchmark b:</b> Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	<b>Benchmark b:</b> Responds to requests (typically understands approximately 300 words)	<b>Benchmark b:</b> Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)	<b>Benchmark b:</b> Begins to understand the use of words in different context (including plurals and past tense in speech)	<b>Benchmark b:</b> Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					<b>Benchmark c:</b> Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)
<b>2. Uses increased vocabulary to describe objects, actions and events (expressive)</b>					
<b>Benchmark a:</b> Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds	<b>Benchmark a:</b> Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)	<b>Benchmark a:</b> Uses a number of different words and begins using two or more words together	<b>Benchmark a:</b> Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)	<b>Benchmark a:</b> Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	<b>Benchmark a:</b> Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
<b>Benchmark b:</b> Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	<b>Benchmark b:</b> Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)	<b>Benchmark b:</b> Has a vocabulary of between 50 and 200 words although pronunciation is not always clear	<b>Benchmark b:</b> Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child	<b>Benchmark b:</b> Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	<b>Benchmark b:</b> Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)  <b>Benchmark c:</b> Identifies unfamiliar words asking for clarification

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					<b>Benchmark d:</b> Uses words in multiple contexts, with the understanding that some words have multiple meanings
<b>D. SENTENCES AND STRUCTURE</b>					
<b>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</b>					
<b>Benchmark a:</b> Begins to play with speech sounds	<b>Benchmark a:</b> Produces utterances of one, occasionally two, units of meaning in length	<b>Benchmark a:</b> Produces utterances of two units of meaning in length	<b>Benchmark a:</b> Produces utterances of three to four units of meaning in length	<b>Benchmark a:</b> Produces utterances of four to five units of meaning in length	<b>Benchmark a:</b> Typically uses complete sentences of five or more words, usually with subject, verb and object order
	<b>Benchmark b:</b> Produces words of which approximately half are nouns	<b>Benchmark b:</b> Produces words of which approximately one-third are nouns with verbs becoming increasingly common	<b>Benchmark b:</b> Produces words and phrases using the present progressive "ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.")	<b>Benchmark b:</b> Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.")	<b>Benchmark b:</b> Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement
<b>2. Connects words, phrases and sentences to build ideas</b>					
Not typically observed	<b>Benchmark a:</b> Produces utterances of one to two words that communicate labeling of objects and sometimes actions	<b>Benchmark a:</b> Produces phrases of two words including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")	<b>Benchmark a:</b> Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down." "I did it.")	<b>Benchmark a:</b> Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")	<b>Benchmark a:</b> Uses sentences with more than one phrase

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
		<b>Benchmark b:</b> Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”)	<b>Benchmark b:</b> Asks basic questions (e.g., “Mommy gone?”)	<b>Benchmark b:</b> Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)  <b>Benchmark c:</b> Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	<b>Benchmark b:</b> Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)  <b>Benchmark c:</b> Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

## E. CONVERSATION

### 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

<b>Benchmark a:</b> Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication	<b>Benchmark a:</b> Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words	<b>Benchmark a:</b> Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations	<b>Benchmark a:</b> Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others	<b>Benchmark a:</b> Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	<b>Benchmark a:</b> Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)
--	--	---	--	---	---

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>2. Asks questions, and responds to adults and peers in a variety of settings</b>					
<b>Benchmark a:</b> Responds to changes in tone of voice	<b>Benchmark a:</b> Asks and responds to simple questions using gestures, signs, vocalizations and single words	<b>Benchmark a:</b> Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others	<b>Benchmark a:</b> Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-and-forth exchanges	<b>Benchmark a:</b> Asks and responds to increasingly longer and more complex sentences and simple questions	<b>Benchmark a:</b> Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations
<b>3. Demonstrates understanding of the social conventions of communication and language use</b>					
<b>Benchmark a:</b> Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues	<b>Benchmark a:</b> Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues	<b>Benchmark a:</b> Begins to demonstrate awareness of nonverbal conversational rules	<b>Benchmark a:</b> Begins to demonstrate awareness of nonverbal conversational rules	<b>Benchmark a:</b> Demonstrates awareness of nonverbal conversational rules	<b>Benchmark a:</b> Demonstrates increased awareness of nonverbal conversational rules
<b>Benchmark b:</b> Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	<b>Benchmark b:</b> Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)	<b>Benchmark b:</b> Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)	<b>Benchmark b:</b> Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)	<b>Benchmark b:</b> Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	<b>Benchmark b:</b> Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
				<b>Benchmark c:</b> Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	<b>Benchmark c:</b> Matches language to social and academic contexts (e.g., uses volume appropriate to context)
<b>F. EMERGENT READING</b>					
<b>1. Shows motivation for and appreciation of reading</b>					
<b>Benchmark a:</b> Shows enjoyment of the sounds and rhythms of language	<b>Benchmark a:</b> Begins to show interest in print and books	<b>Benchmark a:</b> Shows growing interest in print and books	<b>Benchmark a:</b> Shows increased interest in print and books	<b>Benchmark a:</b> Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others	<b>Benchmark a:</b> Selects books for reading enjoyment and reading related activities including pretending to read to self or others
	<b>Benchmark b:</b> Begins to learn that pictures represent real objects, events and ideas (stories)	<b>Benchmark b:</b> Learns that pictures represent real objects, events and ideas (stories)	<b>Benchmark b:</b> Demonstrates that pictures represent real objects, events and ideas (stories)	<b>Benchmark b:</b> Begins to make real-world connections between stories and real-life experiences	<b>Benchmark b:</b> Makes real-world connections between stories and real-life experiences
			<b>Benchmark c:</b> Pretends to read print or books	<b>Benchmark c:</b> Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	<b>Benchmark c:</b> Interacts appropriately with books and other materials in a print-rich environment
				<b>Benchmark d:</b> Asks to be read to or asks the meaning of written text	<b>Benchmark d:</b> Asks to be read to, asks the meaning of written text or compares books/stories

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
				<b>Benchmark e:</b> Participates in conversations that demonstrate appreciation of printed materials	<b>Benchmark e:</b> Initiates and participates in conversations that demonstrate appreciation of printed materials
<b>2. Shows age-appropriate phonological awareness</b>					
Not typically observed	Not typically observed	Not typically observed	<b>Benchmark a:</b> Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)	<b>Benchmark a:</b> Listens and matches rhythm, volume and pitch of rhymes, songs and chants	<b>Benchmark a:</b> Distinguishes individual words within spoken phrases or sentences <b>Benchmark b:</b> Combines words to make a compound word (e.g., "foot" + "ball" = "football") <b>Benchmark c:</b> Deletes a word from a compound word (e.g., "starfish" – "star" = "fish") <b>Benchmark d:</b> Combines syllables into words (e.g., "sis" + "ter" = "sister") <b>Benchmark e:</b> Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					<b>Benchmark f:</b> Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)
<b>3. Shows alphabetic and print knowledge</b>					
Not typically observed	Not typically observed	Not typically observed	<b>Benchmark a:</b> Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)	<b>Benchmark a:</b> Recognizes that print conveys meaning	<b>Benchmark a:</b> Recognizes that print conveys meaning
				<b>Benchmark b:</b> Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	<b>Benchmark b:</b> Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
				<b>Benchmark c:</b> Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	<b>Benchmark c:</b> Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
					<b>Benchmark d:</b> Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					nonverbally, the letter of the sound given)
<b>4. Demonstrates comprehension of books read aloud</b>					
<b>Benchmark a:</b> Responds to adult reading a book	<b>Benchmark a:</b> Interacts with an adult reading a book	<b>Benchmark a:</b> Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	<b>Benchmark a:</b> Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	<b>Benchmark a:</b> Retells or reenacts parts of a story after it is read aloud	<b>Benchmark a:</b> Retells or reenacts story with increasing accuracy and complexity after it is read aloud <b>Benchmark b:</b> Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")
<b>G. EMERGENT WRITING</b>					
<b>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</b>					
Not typically observed	<b>Benchmark a:</b> Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	<b>Benchmark a:</b> Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	<b>Benchmark a:</b> Begins to use scribbles, marks and drawings to represent thoughts and ideas	<b>Benchmark a:</b> Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	<b>Benchmark a:</b> Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes) <b>Benchmark b:</b> Uses letter-like shapes or letters to write words or parts of words

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					<b>Benchmark c:</b> Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## V. MATHEMATICAL THINKING DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. NUMBER SENSE</b>					
<b>1. Attends to objects in play, such as reaching or looking for more than one object</b>	<b>1. Attends to quantities when interacting with objects</b>	<b>1. Uses number words or sign language to identify small amounts referring to quantity</b>	<b>1. Subitizes (immediately recognizes without counting) up to two objects</b>	<b>1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects</b>	<b>1. Subitizes (immediately recognizes without counting) up to five objects</b>
<b>2. Observes songs and finger plays that involve numbers and quantity</b>	<b>2. Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for "more" or "saying all gone"</b>	<b>2. Begins to count groups of one and two objects in daily routine</b>	<b>2. Begins to count groups of one to five objects in daily routine</b>	<b>2. Counts and identifies the number sequence "1 to 10"</b>	<b>2. Counts and identifies the number sequence "1 to 31"</b>
				<b>3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines</b>	<b>3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</b>
				<b>4. Identifies the last number spoken tells "how many" up to five (cardinality)</b>	<b>4. Identifies the last number spoken tells "how many" up to 10 (cardinality)</b>
				<b>5. Counts sets constructed by the teacher to five and beyond</b>	<b>5. Constructs and counts sets of objects (one to 10 and beyond)</b>
				<b>6. Constructs and counts sets of one to five and beyond</b>	<b>6. Uses counting and matching strategies to find which is more, less than or equal to 10</b>
					<b>7. Reads and writes some numerals one to 10 using appropriate activities</b>

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
B. NUMBER AND OPERATIONS					
1. Explores objects in hands	1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	1. Demonstrates an understanding that “adding to” increases the number of objects in the group	1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems
				2. Changes size of a set of up to five objects by combining and taking away	2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out
C. PATTERNS					
1. Explores objects with different characteristics	1. Matches objects that have a singular attribute (e.g., color, shape, size)	1. Begins to recognize patterns in the environment (e.g, clap two times)	1. Recognizes patterns in the environment	1. Notices a pattern with a missing object and completes the pattern by filling in the missing object	1. Identifies and extends a simple AB repeating pattern
	2. Explores two objects by making direct comparisons	2. Begins to order three to five objects using one attribute through trial and error	2. Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)	2. Begins to duplicate a pattern from a model	2. Duplicates a simple AB pattern using different objects
					3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>D. GEOMETRY</b>					
<b>1. Begins to notice shapes in the environment</b>	<b>1. Notices shapes in the environment</b>	<b>1. Begins to match basic shapes</b>	<b>1. Matches basic shapes (circle, square) non-verbally</b>	<b>1. Recognizes and names typical shapes (circle, square, triangle)</b>	<b>1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</b>
		<b>2. Begins to sort familiar objects into two groups based on size</b>		<b>2. Matches a wider variety of shapes and orientations</b>	<b>2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</b>
				<b>3. Explores three-dimensional shapes in the environment through play</b>	<b>3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</b>
					<b>4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)</b>

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>E. SPATIAL RELATIONS</b>					
1. Explores the properties of objects and watches how they move	1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)	1. Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games	1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)
2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	2. Explores objects with different shapes	2. Begins to manipulate objects by flipping, sliding and rotating to make them fit	2. Manipulates objects by flipping, sliding and rotating to make them fit	2. Demonstrates directionality, order and position of objects by following simple directions	2. Uses directions to move through space and find places in space
<b>F. MEASUREMENT AND DATA</b>					
1. Explores objects in various ways	1. Explores and shows awareness of the size and weight of object with adult assistance	1. Uses appropriate size words or gestures (small, big) to describe objects accurately	1. Uses increasingly complex size words to accurately describe objects	1. Uses size words to label objects	1. Measures object attributes using a variety of standard and nonstandard tools
			2. Compares sets of objects by one attribute (e.g., sort by size)	2. Explores two objects by making direct comparisons in length, weight and size using a single attribute	2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
				3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
				4. Participates in group sorting and data collection	4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)
					5. Begins to predict the results of data collection

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



## VI. SCIENTIFIC INQUIRY DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>					
<b>1. Uses senses to explore and understand their social and physical environment</b>					
<b>Benchmark a:</b> Responds to information received through the senses	<b>Benchmark a:</b> Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)	<b>Benchmark a:</b> Begins to identify some sense organs	<b>Benchmark a:</b> Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)	<b>Benchmark a:</b> Begins to identify each of the five senses and how they relate to the sense organs	<b>Benchmark a:</b> Identifies each of the five senses and their relationship to each of the sense organs
<b>Benchmark b:</b> Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)		<b>Benchmark b:</b> Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	<b>Benchmark b:</b> Begins to use senses to observe and experience the environment	<b>Benchmark b:</b> Uses senses to observe and experience objects and environment	<b>Benchmark b:</b> Begins to identify and make observations about what can be learned about the world using each of the five senses
			<b>Benchmark c:</b> Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)		<b>Benchmark c:</b> Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)
<b>2. Uses tools in scientific inquiry</b>					
<b>Benchmark a:</b> Responds to people and objects in simple ways	<b>Benchmark a:</b> Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)	<b>Benchmark a:</b> Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	<b>Benchmark a:</b> Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	<b>Benchmark a:</b> Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	<b>Benchmark a:</b> Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>3. Uses understanding of causal relationships to act on social and physical environments</b>					
<b>Benchmark a:</b> Begins to explore/notice cause and effect (e.g., crying to get needs met)	<b>Benchmark a:</b> Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)	<b>Benchmark a:</b> Begins to combine simple actions to cause things to happen or change how they interact with objects and people	<b>Benchmark a:</b> Combines simple actions to cause things to happen or change how they interact with objects and people	<b>Benchmark a:</b> Makes simple predictions and reflects on what caused something to happen	<b>Benchmark a:</b> Makes predictions and tests their predictions through experimentation and investigation
			<b>Benchmark b:</b> Recognizes and begins to respond to results of own actions	<b>Benchmark b:</b> Participates in and discusses simple experiments	<b>Benchmark b:</b> Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
				<b>Benchmark c:</b> Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	<b>Benchmark c:</b> Begins to form conclusions and construct explanations (e.g., What do the results mean?)  <b>Benchmark d:</b> Shares findings and outcomes of experiments

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>B. LIFE SCIENCE</b>					
<b>1. Demonstrates knowledge related to living things and their environments</b>					
<b>Benchmark a:</b> Shows curiosity about own body structure (e.g., two legs, fingers for grasping)	<b>Benchmark a:</b> Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)	<b>Benchmark a:</b> Explores, interacts with and identifies some plants and animals	<b>Benchmark a:</b> Explores, interacts with and identifies a growing number and variety of plants and animals	<b>Benchmark a:</b> Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	<b>Benchmark a:</b> Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)
			<b>Benchmark b:</b> Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)	<b>Benchmark b:</b> Begins to notice the similarities and differences among various living things	<b>Benchmark b:</b> Notices the similarities and differences among various living things
				<b>Benchmark c:</b> Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	<b>Benchmark c:</b> Understands that all living things grow, change and go through life cycles
				<b>Benchmark d:</b> Explores the differences between living and non-living things	<b>Benchmark d:</b> Begins to distinguish between living and non-living things
				<b>Benchmark e:</b> Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	<b>Benchmark e:</b> Observes that living things differ with regard to their needs and habitats

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>C. PHYSICAL SCIENCE</b>					
<b>1. Demonstrates knowledge related to physical science</b>					
<b>Benchmark a:</b> Displays interest in movement of objects	<b>Benchmark a:</b> Demonstrates ability to move objects	<b>Benchmark a:</b> Demonstrates ability to push and pull objects	<b>Benchmark a:</b> Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	<b>Benchmark a:</b> Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	<b>Benchmark a:</b> Discusses what makes objects move the way they do and how the movement can be controlled
<b>Benchmark b:</b> Recognizes when a moving object has stopped (e.g., mobile)	<b>Benchmark b:</b> Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	<b>Benchmark b:</b> Observes objects that move at different speeds (e.g., wind-up toys, swings)	<b>Benchmark b:</b> Uses basic words for speed of motion (e.g., fast and slow)	<b>Benchmark b:</b> Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	<b>Benchmark b:</b> Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
<b>Benchmark c:</b> Uses senses to gain knowledge about objects	<b>Benchmark c:</b> Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	<b>Benchmark c:</b> Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)	<b>Benchmark c:</b> Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	<b>Benchmark c:</b> Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	<b>Benchmark c:</b> Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)
<b>Benchmark d:</b> Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	<b>Benchmark d:</b> Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	<b>Benchmark d:</b> Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)	<b>Benchmark d:</b> Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)	<b>Benchmark d:</b> Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	<b>Benchmark d:</b> Investigates and describes changing states of matter — liquid, solid and gas <b>Benchmark e:</b> Explores the relationship of objects to light (e.g., light and shadows)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>D. EARTH AND SPACE SCIENCE</b>					
<b>1. Demonstrates knowledge related to the dynamic properties of earth and sky</b>					
<b>Benchmark a:</b> Touches water (e.g., plastic cups, sponge and wet washcloth)	<b>Benchmark a:</b> Explores water (e.g., plastic cups or containers in the bathtub)	<b>Benchmark a:</b> Engages in structured play with water	<b>Benchmark a:</b> Begins to explore and investigate the properties of water	<b>Benchmark a:</b> Investigates and asks questions about the properties of water using adult- and child-directed activities	<b>Benchmark a:</b> Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)
<b>Benchmark b:</b> Touches sand, soil and mud	<b>Benchmark b:</b> Explores sand, soil and mud	<b>Benchmark b:</b> Engages in structured play with sand, soil and mud activities	<b>Benchmark b:</b> Begins to explore and investigate the properties of sand, soil and mud	<b>Benchmark b:</b> Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities	<b>Benchmark b:</b> Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)
<b>Benchmark c:</b> Begins to exhibit curiosity about objects in the sky and environment	<b>Benchmark c:</b> Begins to observe the sun, clouds and transition from day to night	<b>Benchmark c:</b> Identifies the objects in the sky (e.g., clouds, sun, moon and stars)	<b>Benchmark c:</b> Describes the objects in the sky (e.g., clouds, sun, moon and stars)	<b>Benchmark c:</b> Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	<b>Benchmark c:</b> Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>Benchmark d:</b> Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	<b>Benchmark d:</b> Begins to identify day and night	<b>Benchmark d:</b> Uses basic vocabulary to describe day and night	<b>Benchmark d:</b> Describes daytime and nighttime through drawing, naming or pretend play	<b>Benchmark d:</b> Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	<b>Benchmark d:</b> Compares the daytime and nighttime cycle
		<b>Benchmark e:</b> Uses emerging vocabulary to describe basic weather	<b>Benchmark e:</b> Observes and discusses weather	<b>Benchmark e:</b> Observes and discusses weather changes day to day	<b>Benchmark e:</b> Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)
E. ENVIRONMENT					
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment					
<b>Benchmark a:</b> Recognizes familiar people and objects in the immediate environment	<b>Benchmark a:</b> Begins to identify familiar people and objects in the environment	<b>Benchmark a:</b> Identifies familiar people and objects in the environment	<b>Benchmark a:</b> Begins to describe familiar people and objects in the environment	<b>Benchmark a:</b> Describes familiar people and objects in the environment	<b>Benchmark a:</b> Demonstrates how people use objects and natural resources in the environment
			<b>Benchmark b:</b> Begins to participate in activities to protect the environment	<b>Benchmark b:</b> Participates in activities to protect the environment	<b>Benchmark b:</b> Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
					<b>Benchmark c:</b> Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)
<b>F. ENGINEERING AND TECHNOLOGY</b>					
<b>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</b>					
Not yet typically observed	<b>Benchmark a:</b> Attempts to use objects as tools	<b>Benchmark a:</b> Uses simple tools to explore	<b>Benchmark a:</b> Uses props to represent simple tools through play	<b>Benchmark a:</b> Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	<b>Benchmark a:</b> Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)
		<b>Benchmark b:</b> Explores simple machines through play (e.g., riding toys or push toys)	<b>Benchmark b:</b> Uses simple machines in play (e.g., riding toys, push mower or tricycle)	<b>Benchmark b:</b> Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	<b>Benchmark b:</b> Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
			<b>Benchmark c:</b> Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	<b>Benchmark c:</b> Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	<b>Benchmark c:</b> Uses appropriate tools and materials with greater flexibility to create or solve problems <b>Benchmark d:</b> Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## VII. SOCIAL STUDIES DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
A. CULTURE					
1. Experiences own family practices (traditions, celebrations, songs, food or language)	1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	1. Participates in own family practices (traditions, celebrations, songs, food or language)	1. Identifies family practices (traditions, celebrations, songs, food or language)	1. Begins to identify self as a member of a culture	1. Identifies self as a member of a culture
				2. Begins to understand everyone belongs to a culture	2. Understands everyone belongs to a culture
				3. Explores culture of peers and families (classroom)	3. Explores culture of peers and families in the classroom and community
					4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)
B. INDIVIDUAL DEVELOPMENT AND IDENTITY					
1. Begins to explore characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self (eyes, nose and hair)	1. Recognizes characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self as an individual	1. Recognizes characteristics of self as an individual	1. Identifies characteristics of self as an individual
	2. Begins to recognize ability to impact surroundings	2. Recognizes ability to impact surroundings	2. Begins to recognize the ways self is similar to and different from peers and others	2. Recognizes the ways self is similar to and different from peers and others	2. Identifies the ways self is similar to and different from peers and others
					3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
C. INDIVIDUALS AND GROUPS					
1. Begins to recognize family members	1. Identifies family members	1. Begins to recognize self as separate from others	1. Recognizes self as separate from others	1. Identifies self and others as part of a group	1. Identifies differences and similarities of self and others as part of a group
		2. Begins to respond to the needs of others (e.g., peers and family members)	2. Responds to the needs of others (e.g., peers and family members)	2. Identifies groups within a community	2. Explains the role of groups within a community
		3. Begins to participate in routines (e.g., family, classroom, school and community)	3. Begins to follow routines (e.g., family, classroom, school and community)	3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)
				4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	4. Exhibits leadership skills and roles (e.g., line leader and door holder)
D. SPACES, PLACES AND ENVIRONMENTS					
1. Responds to people and objects	1. Responds in varied ways to people and objects	1. Begins to recognize own personal space	1. Begins to identify own personal space	1. Recognizes the relationship of personal space to surroundings	1. Identifies the relationship of personal space to surroundings
			2. Explores own environment	2. Identifies own environment and other locations	2. Identifies differences and similarities between own environment and other locations
			3. Recognizes basic physical characteristics (e.g., landmarks or land features)	3. Identifies basic physical characteristics (e.g., landmarks or land features)	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
			4. Uses words to describe objects in a familiar space	4. Begins to use spatial words (e.g., far/close, over/under and up/down) 5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	4. Uses spatial words (e.g., far/close, over/under and up/down) 5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS) 6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)
<b>E. TIME, CONTINUITY AND CHANGE</b>					
1. Begins to respond to schedules	1. Responds to schedules	1. Recognizes and responds to schedules (e.g., time to eat when hungry)	1. Begins to sequence events 2. Begins to recognize time events and routines	1. Recognizes sequence of events to establish a sense of order and time 2. Explores changes that take place over time in the immediate environment	1. Identifies changes within a sequence of events to establish a sense of order and time 2. Observes and recognizes changes that take place over time in the immediate environment

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>F. GOVERNANCE, CIVIC IDEALS AND PRACTICES</b>					
<b>1. Responds to people and objects</b>	<b>1. Responds to simple requests</b>	<b>1. Begins to follow simple requests</b>	<b>1. Begins to recognize expectations in varying settings</b>	<b>1. Begins to recognize and follow rules and expectations in varying settings</b>	<b>1. Recognizes and follows rules and expectations in varying settings</b>
<b>2. Uses senses to solve problems</b>	<b>2. Begins to recognize cause and effect of actions</b>	<b>2. Responds to problems in the environment</b>	<b>2. Demonstrates emerging problem-solving and decision-making skills</b>	<b>2. Begins to participate in problem solving and decision making</b>	<b>2. Participates in problem solving and decision making</b>
<b>3. Recognizes familiar people and objects</b>	<b>3. Responds in varied ways to people and objects</b>	<b>3. Shows more complex responses to people and objects</b>	<b>3. Begins to recognize common symbols in the environment</b>	<b>3. Begins to recognize national patriotic symbols (e.g., flag and eagle)</b>	<b>3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)</b>
<b>G. ECONOMICS AND RESOURCES</b>					
<b>1. Begins to actively seek out responses</b>	<b>1. Begins to communicate wants and needs</b>	<b>1. Communicates wants and needs to others</b>	<b>1. Initiates more complex interactions to get wants and needs met</b>	<b>1. Begins to recognize the difference between wants and needs</b>	<b>1. Recognizes the difference between wants and needs</b>
			<b>2. Shows awareness of occupations</b>	<b>2. Recognizes familiar people who perform different occupations</b>	<b>2. Begins to recognize that people work to earn money to buy things they need or want</b>

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.



Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
H. TECHNOLOGY AND OUR WORLD					
1. Responds to people and objects	1. Responds in varied ways to people and objects	1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

## VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN\*

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>A. SENSORY ART EXPERIENCE</b>					
<b>1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials</b>	<b>1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience</b>	<b>1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention</b>	<b>1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention</b>	<b>1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</b>	<b>1. Combines with intention a variety of open-ended, process-oriented and diverse art materials</b>
<b>B. MUSIC</b>					
<b>1. Responds to music in a variety of ways</b>	<b>1. Begins to discover and engage in creative music experiences</b>	<b>1. Discovers and engages in creative music experiences</b>	<b>1. Begins to engage in a variety of individual and group musical activities</b>	<b>1. Engages in a variety of individual and group musical activities with more coordinated intention</b>	<b>1. Actively participates in a variety of individual and group musical activities</b>
				<b>2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</b>	<b>2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities</b>

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
C. CREATIVE MOVEMENT					
1. Uses movement to show increasing body awareness in response to own environment	1. Begins to use movement to express feelings and/or communicate an idea	1. Uses movement to express feelings and/or communicate an idea	1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge
	2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues	2. Responds and moves in creative ways while listening to music, stories and/or verbal cues			
D. IMAGINATIVE AND CREATIVE PLAY					
1. Imitates familiar experiences in own life	1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment	1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)
<b>E. APPRECIATION OF THE ARTS</b>					
<b>1. Responds spontaneously to different forms of art in the environment</b>	<b>1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)</b>	<b>1. Begins to respond to own art and to a variety of artistic expressions of others</b>	<b>1. Responds to own art and to a variety of artistic expressions of others</b>	<b>1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others</b>	<b>1. Uses appropriate art vocabulary to describe own art creations and those of others</b>
		<b>2. Begins to show preferences for various art forms</b>	<b>2. Shows preferences for various art forms</b>		<b>2. Compares own art to similar art forms</b>
					<b>3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</b>

\*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

