Literacy Curriculum
(2-3 Year Olds)

Symbolic Development

Learning Standard	Benchmark
Understands feelings and how to express them.	Expresses feelings, needs and ideas appropriately.

Spoken and Expressive Language

Learning Standard	Benchmark
Communicates ideas and questions to solve problems.	Responds to one-on-one conversations with adults and children.

Listening and Receptive Language

Learning Standard	Benchmark
Develops and expands listening and understanding skills.	Responds to simple and familiar questions.
	Follows most simple one or two-step directions.

Written Language

Learning Standard	Benchmark
Develops an understanding of using writing to express or communicate.	Makes scribbles, pictures, approximations of letters, or know letters to convey meaning.

Knowledge of Print and Books

Learning Standard	Benchmark
Develops book knowledge.	Demonstrates book handling skills by holding book right side up, turning and looking at each page and picture.
Develops an appreciation of reading.	Demonstrates an interest (e.g. pretends to read, asks teacher to read favorite book) in reading.

Sounds of Language (Phonological Awareness)

Learning Standard	Benchmark
Develops an understanding of the sounds of language.	Recites interesting sounding words (e.g. bunka wunka) from songs, rhymes, finger plays and stories.

Alphabet Knowledge

Learning Standard	Benchmark
Develops increasing understanding of letter knowledge.	Recognizes letters in own name.
Develops an awareness of letters and words in the classroom environment.	Recognizes familiar print (e.g. logos and signs) in the environment.

Math Curriculum
(2-3 Year Olds)

Number and Operations

Learning Standard	Benchmark
Uses number to show quantity.	Rote counts from one to ten. May point to objects to count a few items, but then loses track.
Uses language to represent number of objects.	Compares collections that are quite different in size and knows that one has more than the other.

Geometry and Spatial Sense

Learning Standard	Benchmark
Investigates positions and locations.	Begins to take objects apart and put them together to make a different shape.
Explores shapes in the environment.	Can recognize and name circles, squares, and typical triangles.

Patterns and Relationships

Learning Standard	Benchmark
Uses patterns in the environment.	Can recognize a simple AB pattern.

Measurement

Learning Standard	Benchmark
Makes comparisons using measurable features.	Identifies length as an object. For example, the child might say, "I'm tall."

Exploring Data

Learning Standard	Benchmark
Collects, organizes, and uses information.	Sorts objects that are alike into groups and begins to name the attributes. For example, the child might say, "These are all red."

Social and Emotional Curriculum
(2-3 Year Olds)

Peer Relationships and Conflict Resolution

Learning Standard	Benchmark
Establishes peer relationships and demonstrates conflict resolution skills.	Beginning to use words in a moderated tone during conflicts with adult facilitation some of the time.
	Connects with at least one friend in class that plays next to daily or several times per week.
	Understands limits and is beginning to follow limits set by adults with verbal/visual prompts.
Demonstrates ability to concentrate and attend to tasks.	Attends to directions in large groups with verbal/visual prompts using a good listening body some of the time.
Exhibits social and emotional competence.	Recognizes feelings in stories, pictures, or photos with adult facilitation.
	Understands expected behavior in response to recognizing one's feelings (i.e. apology, empathy, sympathy) some of the time.

Fine, Gross Motor, and Self-Help Curriculum
(2-3 Year Olds)

Motor Development

Learning Standard	Benchmark
Exhibits age-appropriate fine motor skills.	Manipulates materials such as play-doh, good, shaving cream.
	Stacks 6-8 small wooden blocks.
	Uses a variety of fine motor tools (e.g. paint brushes, sponges and stamps, markers, colored pencils, and crayons.
	Strings three 1” beads on a pipe cleaner.
Exhibits age-appropriate fine motor skills.	Uses an age appropriate pencil grasp.
	Uses scissors to snip the edge of paper.
	Puts puzzle pieces into defined spaces.
	Attempts 3-8 piece puzzle to form a complete picture.
	Imitates a vertical line.
	Imitates a horizontal line.
	Imitates circular scribble.
Exhibits age-appropriate gross motor skills.	Runs with control, avoiding obstacles.
	Climbs gym equipment, inside and outside.
	Jumps forward with two feet for a distance of 12”.

	Throws a ball into a target from 5’.
	Kicks a ball forward 6’.
	Catches a ball.
	Pedals in a forward direction, steering around wide corners.
	Attempts to walk across a balance beam, taking two alternating steps forward.
	Walks up steps alternating feet.

Self-Help Skills

Learning Standard	Benchmark
Exhibits self-help skills in a developmentally appropriate manner.	Washes and dries hands.
	Pulls up clothing.
	Hangs up coat and puts coat on.
	Puts shoes on.
	Changes clothes with little or no assistance from the teacher.
	Is beginning to use tissues.
	Manages toileting.
	Follows directions during emergency drills.