



Alignment of the

Experience Early Learning Skills

with the

California Preschool Learning Foundations
Volume 1

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

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

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the California Preschool Learning Standards Volume (2008) with the Developmental Continuum of the Experience Early Learning Skills.

A typically developing 3–4 year old will fall between benchmarks c – f on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

Additional Learning Goals

not encompass these Experience Early Learning Goals:

All goals met.

For questions or comments about this alignment, contact info@experienceearlylearning.com.

Work Cited

California Department of Education. (2008). California preschool learning foundations: volume 1. Sacramento, CA. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>.

Self

1.0 Self Awareness

48 months

1.1 Describe their physical characteristics, behavior, and abilities positively.

#1 Self Concept

- 1.1 Expresses preference: c. Expresses likes and dislikes.
- 1.3 Identifies and manages feelings: Experiments and role-plays with a range of emotions.

60 months

1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

#1 Self Concept

- 1.1 Expresses preference: e. Describes preferences of self and others.
- 1.3 Identifies and manages feelings: d. Recognizes personal feelings. Controls impulses with reminders.

2.0 Self-Regulation

48 months

2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self control.

#1 Self Concept

1.3 Identifies and manages feelings: d. Recognizes personal feelings. Controls impulses with reminders.

#2 Self Direction

2.1 Follows rules and routines : c. With prompting follows rules and routines. 2.2 Maintains attention: c. Focuses on an engaging activity for a short period of time independently or with an adult.

2.3 Transitions and adapts: c. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.

60 months

2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.

#1 Self Concept

1.3 Identifies and manages feelings: e. Names some personal feelings and uses strategies to manage behavior.

#2 Self Direction

2.1 Follows rules and routines: Follows rules and routines. Expresses feelings about fairness 2.2 Maintains attention: e. Sustains focus for at least five minutes, persisting even if there are problems or distractions.

2.3 Transitions and adapts: e. With support, negotiates ways to handle non-routine transitions.

3.0 Social and Emotional Understanding

48 months

3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.

#3 Social Relationships

3.3 Cares for and responds to others: c. Demonstrates concern for someone who is sad or upset.

#21 Families and Communities 21.3 Respects diversity: c. Identifies physical similarities and differences between self and others.

60 months

3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.

#3 Social Relationships

3.3 Cares for and responds to others: d. Explains a reason why someone may be happy or sad.

#21 Families and Communities 21.3 Respects diversity: d. Asks questions about how others live, eat, play and believe e. Explains how individuals, families and cultures differ.

4.0 Empathy and Caring

48 months

4.1 Demonstrate concern for the needs of others and people in distress.

#3 Social Relationships

3.3 Cares for and responds to others: c. Demonstrates concern for someone who is sad or upset.

60 months

4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.

#3 Social Relationships

3.3 Cares for and responds to others: d. Explains a reason why someone may be happy or sad. e. Tries to comfort and assure familiar children or adults.

5.0 Initiative in Learning

48 months

5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.

#1 Self Concept

1.2 Takes responsibility: c. Asserts a desire to start or end an activity. Asks for help.

#20 Logic

20.1 Solves problems: c. Recognizes a problem and asks for help.

60 months

5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

#1 Self Concept

1.2 Takes responsibility: d. Initiates an activity and seeks help to complete it. e. Independently completes a familiar activity and offers to help others with a similar activity.

#20 Logic

20.1 Solves problems: Tries out many possible solutions to a problem.

Social Interaction

1.0 Interactions with Familiar Adults

48 months

1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.

#3 Social Relationships

3.1 Builds positive relationships: c. Plays side by side with a new or familiar person. **3.2** Cooperates: c. Helps or participates in an activity when asked.

#21 Families and Communities:

21.1 Identifies community and family roles: c. Identifies familiar people and pets.

60 months

1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.

#3 Social Relationships

3.1 Builds positive relationships: e. Initiates play, conversations and interactions with one or more persons.

2.0 Interactions with Peers

48 months

2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.

#3 Social Relationships

3.1 Builds positive relationships d. Joins a group and participates in group play. **3.2** Cooperates: Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

2.2 Participate in simple sequences of pretend play.

Domain 1: Social and Emotional Development

60 months

2.1 More actively and intentionally cooperate with each other.

2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.

#3 Social Relationships

3.1 Builds positive relationships: Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

#33 Drama

33.1 Participates in dramatic play: c. Uses words, actions, and props to pretend.

#3 Social Relationships 3.2 Cooperates: d. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

#3 Social Relationships

3.2 Cooperates: e. Seeks out opportunities to help others. Tries to solve own social problems. f. Suggests solutions to group problems or challenges.

#3 Social Relationships

3.1 Builds positive relationships: Joins a group and participates in group play.

#33 Drama

33.1 Participates in dramatic play: d. Plays a role in group dramatic play. e. Assigns roles and plays out unscripted scenes in dramatic play.

2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.

#3 Social Relationships 3.2 Cooperates: f. Seeks out opportunities to help others. Tries to solve own social problems.

#2 Self-direction 2.1 Follows rules and routines: d. Follows rules and routines. Expresses feelings about fairness. e Explores personal limits. Identifies when others are or are not following familiar rules and routines.

3.0 Group Participation

48 months

3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.

#2 Self Direction

2.1 Follows rules and routines: c. With prompting follows rules and routines.

#3 Social Relationships 3.2 Cooperates: c. Helps or participates in an activity when asked.

60 months

3.1 Participate positively and cooperatively as group members.

#3 Social Relationships 3.2 Cooperates: Seeks out opportunities to help others.

4.0 Cooperation and Responsibility

48 months

4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.

#1 Self Concept

1.3 Identifies and manages feelings: d. Recognizes personal feelings. Controls impulses with reminders.

#2 Self Direction

2.1 Follows rules and routines: c. With prompting follow rules and routines

#22: Civics and Economics: 22.1 Understands citizenship: c. Recognizes and attends to authority figures.

60 months

#2 Self Direction

2.1 Follows rules and routines: e. Explores personal limits. Identifies when others are or are not following familiar rules and routines.

#3 Social Relationships

3.2 Cooperates f. Suggests solutions to group problems or challenges.

#22 Civics and Economics

22.1 Understands citizenship d. Follows familiar rules and helps make group decisions.

4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

Relationships

1.0 Attachments to Parents

48 months

#1 Self Concept

1.1 Expresses preferences: c. Expresses likes and dislikes.

Social Studies: 21 Families and Communities

21.1 Identifies community and family roles. d. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.

#3 Social Relationships

3.1 Builds positive relationships c. Plays side by side with a new or familiar person.

3.3 Cares for and responds to others. c Demonstrates concern for someone who is sad or upset.

#2 Self Direction

2.3 Transitions and adapts: c. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.

#3 Social Relationships

3.1 Builds positive relationships c. Plays side by side with a new or familiar person.

1.1 Seek security and support from their primary family attachment figures.

1.2 Contribute to maintaining positive relationships with their primary family attachment figures.

1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.

60 months

1.1 Take greater initiative in seeking support from their primary family attachment figures.

1.2 Contribute to positive mutual cooperation with their primary family attachment figures.

1.3 After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.

#3 Social Relationships

3.1 Builds positive relationships d. Initiates play, conversations and interactions with one or more persons.

21 Families and Communities

21.1 Identifies family and community roles e. Identifies roles of self and others and describes the job each may do.

#3 Social Relationships

3.1 Builds positive relationships: e. Initiates play, conversations and interactions with one or more persons. f. Begins to describe friendships and other meaningful relationships.

1 Self Concept

1.3 Identifies and manages feelings. e. Names some personal feelings and uses strategies to manage behavior.

#2 Self Direction

2.3 Transitions and adapts: f. Transitions from one activity to the next and helps others through the transition.

#3 Social Relationships

3.1 Builds positive relationships: f. Begins to describe friendships and other meaningful relationships.

2.0 Close Relationships with Teachers and Caregivers

48 months

2.1 Seek security and support from their primary teachers and caregivers.

2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.

#3 Social Relationships

3.1 Builds positive relationships: a. Connects with caregivers through eye contact and gentle touch.

#20 Logic

20.1 Solves problems: c. Recognizes a problem and asks for help.

#3 Social Relationships

3.1 Builds positive relationships: c. Plays side-by-side with a new or familiar person.

3.2 Cooperates: c. Helps or participates in an activity when asked.

60 months

2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.

2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.

#3 Social Relationships

3.1 Builds positive relationships: e. Initiates play, conversations and interactions with one or more persons.

#3 Social Relationships

3.2 Cooperates d. Plays cooperatively with others and begins to share. Asks adult to help solve social problems. e. Seeks out opportunities to help others.

2 Self Direction

2.1 Follows rules and routines: Follows the rules and routines. Expresses feelings about fairness.

3.0 Friendships

48 months

3.1 Choose to play with one or two special peers whom they identify as friends.

#3 Social Relationships

3.1 Builds positive relationships. c. Plays side-by-side with a new or familiar person. d. Joins a group and participates in group play.

60 months

3.1 Friendships are more reciprocal, exclusive, and enduring.

#3 Social Relationships

3.1 Builds positive relationships: e. Initiates play, conversations and interactions with one or more persons. f. Begins to describe friendships and other meaningful relationships.

Language and Literacy

Listening and Speaking

1.0 Language Use and Conventions

48 months

1.0 Children understand and use language to communicate with others effectively.

1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.

1.2 Speak clearly enough to be understood by familiar adults and children.

#7 Listening

7.1 Comprehends spoken language: c. Responds to simple statements and questions.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

8.2 Speaks in sentences: c. Says two- to four-word sentences and repeats short phrases.

1.3 Use accepted language and style during communication with familiar adults and children.

1.4 Use language to construct short narratives that are real or fictional.

#7 Listening Comprehension

7.1 Comprehends spoken language: c. Responds to simple sentences.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences **8.2** Speaks in sentences: Says two to four word sentences and repeats short phrases.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences

#33 Drama

33.1 Participates in dramatic play: c. Uses words, actions and props to pretend.

60 months

Children extend their understanding and usage of language to communicate with others effectively.

1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.

1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.

1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.

1.4 Use language to construct extended narratives that are real or fictional.

#7 Listening

7.1 Comprehends spoken language: e. Expands on stories and information shared orally.

#8 Communication

8.1 Communicates ideas: e. Asks and answers general questions about information or stories shared orally.

#25 Scientific Reasoning

25.1 Inquires and Predicts: e. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. **25.3** Evaluates and infers: e. Describes and compares observations of scientific phenomenon.

#8 Communication

8.1 Communicates ideas **8.2** Speaks in sentence: e Speaks in simple complete sentences. Uses question words in speech. f. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

#8 Communication

8.1 Communicates ideas: d. Asks simple questions and stays on topic for two to three exchanges. **8.2** Speaks in sentences: e. Speaks in simple complete sentences Uses question words in speech.

#8 Communication

8.1 Communicates ideas: e. Expands on stories and information shared orally.

2.0 Vocabulary

48 months

Children develop age-appropriate vocabulary.

2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.

#9 Vocabulary

9.1 Builds vocabulary: c. Identifies familiar people, places, and objects. Asks what a specific person or object are called.
25 Scientific Reasoning 25.2 Observes and Experiments: d. Observes and describes actions or changes that occur to familiar objects and people.

2.2. Understand and use accepted words for categories of objects encountered and used frequently in everyday life.

#9 Vocabulary

9.1 Builds vocabulary:
#27 Physical Science: 27.1 Identifies basic needs. d. Describes basic physical properties of objects and materials in immediate environment.

2.3 Understand and use simple words that describe the relations between objects.

#17 Spatial Awareness: 17.2 Determines object location: c. When prompted, finds or places objects next to, between, in front of or behind self.

60 months

Children develop age-appropriate vocabulary.

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.

2.2. Understand and use accepted words for categories of objects encountered in everyday life.

2.3 Understand and use both simple and complex words that describe the relations between objects.

#9 Vocabulary

9.1 Builds vocabulary: d. Describes familiar people, places and objects. Seeks additional words for new ways to describe.

#9 Vocabulary

9.1 Builds vocabulary: e. Includes new and technical words in everyday conversation. Asks what unfamiliar words mean.

#9 Vocabulary

9.1 Builds vocabulary: e. Explains the location of an object in relation to another object or person.

#25: Scientific Reasoning

25.3 Evaluates and infers: e. Describes and compares observations of scientific phenomenon.

#17 Spatial Awareness: 17.2 Determines object location: e. Explains the location of an object in relation to another object or person.

3.0 Grammar

48 months

Children develop age-appropriate grammar.

3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.

3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.

#7 Listening

7.1 Comprehends spoken language: c. Follows related two-step verbal directions.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

#13 Reading Comprehension

13.1 Responds to text: Talks about pictures and ideas in familiar stories.

#7 Listening

7.1 Comprehends spoken language c. Responds to simple statements and questions.

#8 Communication

8.1 Communicates ideas: d. Speaks in sentences but does not always follow grammatical rules.

60 months

Children develop age-appropriate grammar.

3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.

3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

#7 Listening

7.1 Comprehends spoken language: e. With prompting, follows multi-step directions given verbally.

#8 Communication

8.1 Communicates ideas: e. Tells stories and engages in conversations through multiple exchanges.

#7 Listening

7.1 Comprehends spoken language: g. Asks or answers specific questions about key details from information or stories shared orally.

#8 Communication

8.1 Communicates ideas: e. Expands on stories and information shared orally.

8.2 Speaks in sentences: g. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.

present and future.

Reading

1.0 Concepts about Print

48 months

Children begin to recognize print conventions and understand that print carries meaning.

1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.

1.2 Recognize print as something that can be read.

#11 Concepts of Print

11.1 Demonstrates print knowledge: c. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

#11 Concepts of Print

11.1 Demonstrates print knowledge: c. c. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

#12 Letter/Word Recognition: b. Points at words printed on a page and pretends to read aloud.

60 months

Children recognize print conventions and understand that print carries specific meaning.

1.1 Display appropriate book-handling behaviors and knowledge of print conventions.

#11 Concepts of Print

11.1 Demonstrates print knowledge: Identifies letters, words, spaces and some punctuation. Follows the direction of text.

1.2 Understand that print is something that is read and has specific meaning.

#11 Concepts of Print

11.1 Demonstrates print knowledge: e.Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.

or stop.

2.0 Phonological Awareness

48 months

[No competencies]

N/A

60 months

Children develop age-appropriate phonological awareness.

2.1 Orally blend and delete words and syllables without the support of pictures or objects.

#10 Phonological Awareness 10.1 Hears small units of sound: c. Shows awareness of separate words in spoken language.

2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.

#10 Phonological Awareness

10.1 Hears small units of sound

10.2 Identifies rhyme and alliteration: Suggests a missing rhyming word within a poem or song.

3.0 Alphabetics and Word/Print Recognition

48 months

Children begin to recognize letters of the alphabet

3.1 Recognize the first letter of own name.

#12 Letter/Word Recognition 12.1 Identifies letters and words:
c. Recognizes the difference between pictures, letters and numbers in print.

16 Shapes 16. Identifies shapes: c. Identifies a few basic shapes

18 Patterns and Sorting

18.2 Matches, sorts and charts: c. Identifies 4–6 basic geometric shapes

#12 Letter/Word Recognition

12.2 Makes letter–sound connections: c. Recognizes the sound of the first letter in his/her name.

3.2 Match some letter names to their printed form.

the first letter in his/her nameconnections

60 months

Children extend their recognition of letters of the alphabet.

3.1 Recognize own name or other common words in print.

#12 Letter/Word Recognition 12.1 Identifies letters and words:d. Recognizes some common words in print; such as their his/her name, mom, dad

3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.

#12 Letter/Word Recognition

12.1 Identifies letters and words 12.2 Makes letter–sound connections e. Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.

3.3 Begin to recognize that letters have sounds.

#12 Letter/Word Recognition

12.2 Makes letter–sound connections: Identifies six to seven letters and their sounds.

4.0 Comprehension and Analysis of Age–Appropriate Text

48 months

Children demonstrate understanding of age–appropriate text read aloud.

4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.

#13 Reading Comprehension

13.2 Retells, asks and answers questions: c. Answers “What...?” questions about stories and books. Recalls the name of the main character.

#33 Drama

33.1 Participates in dramatic play.: c. Uses words, actions, and props to pretend.

#13 Reading Comprehension

13.2 Retells, asks and answers questions: c. Answers “What...?” questions about stories and books. Recalls the name of the main character.

4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.

60 months

Children demonstrate understanding of age-appropriate text read aloud.

4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.

4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

#13 Reading Comprehension

13.2 Retells, asks and answers questions: e. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.

#33 Drama

33.2 Uses and creates propsCreates a setting, characters and events to tell a story.

#13 Reading Comprehension

13.1 Responds to text: e.Relates to the characters or events of the story and shares a similar experience or object from own life.

13.2 Retells, asks and answers questions: g. Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.

5.0 Literacy Interest and Response

48 months

Children demonstrate motivation for literacy activities.

5.1 Demonstrate enjoyment of literacy and literacy-related activities.

5.2 Engage in routines associated with literacy activities.

#1 Self Concept

1.1 Expresses preference: c. Expresses likes and dislikes.

#13 Reading Comprehension 13.1 Responds to text c.Talks about pictures and ideas in familiar stories.

#13 Reading Comprehension

13.1 Responds to text: c. c.Talks about pictures and ideas in familiar stories.

13.2 Retells, asks and answers questions: c.Answers “What...?” questions about stories and books. Recalls the name of the main character.

60 months

Children demonstrate motivation for a broad range of literacy activities.

5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

#1 Self Concept

1.1 Expresses preference: d.When given two to three options, chooses his/her most desired option.

#13 Reading Comprehension 13.1 Responds to text: c.Talks about pictures and ideas in familiar stories.

5.2 Engage in more complex routines associated with literacy activities.

#13 Reading Comprehension

13.1 Responds to text: d.Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. e.Relates to the characters or events of the story and shares a similar experience or object from own life.

13.2 Retells, asks and answers questions: d. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

Writing

1.0 Writing Strategies

48 months

Children demonstrate emergent writing skills.

1.1 Experiment with grasp and body position using a variety of drawing and writing tools.

#5 Fine Motor

5.2 Uses drawing/writing tools: c.Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.**#14 Emergent Writing**

14.1 Writes name, words and sentences:

1.2 Write using scribbles that are different from pictures.

#14 Emergent Writing

14.1 Writes name, words and sentences c. c.Scribbles or draws marks as a representation of an object or person.
14.2E14.2E Express through writing

1.3 Write marks to represent own name.

#14 Emergent Writing

14.1 Writes name, words and sentences: c. : b Makes marks or handprints on paper.

60 months

Children demonstrate increasing emergent writing skills.

1.1 Adjust grasp and body position for increased control in drawing and writing.

#5 Fine Motor

5.2 Uses drawing/writing tools: d. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.

1.2 Write letters or letter-like shapes to represent words or ideas.

#14 Emergent Writing

14.1 Writes name, words and sentences: d. Attempts to print or copy familiar symbols and letters, especially those that are in own name.

#14 Emergent Writing

14.1 Writes name, words and sentences: d. Attempts to print or copy familiar symbols and letters, especially those that are in own name. **14.2** Expresses through writing: Draws lines, circles or shapes and explains who or what they represent.

1.3 Write first name nearly correctly.

#14 Emergent Writing**14.1** Writes name, words and sentences: e.Prints first name. Copies print. Uses inventive spelling.

English Language Development

Listening

1.0 Children listen with understanding.

Focus: Beginning words

Beginning

1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.

#7 Listening

7.1 Comprehends spoken language: a. Turns head toward the person speaking and makes gestures and/or vocalizations in response.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Observes interactions in target language, but may not participate.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language: a. Responds to cues, such as gestures and visualizations to communicate.

Middle

1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.

#7 Listening

7.1 Comprehends spoken language: c. Responds to simple statements and questions.

#9 Vocabulary

9.1 Builds vocabulary: b. Repeats words heard frequently in environment.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language: Responds to simple words and phrases in target language, especially in combination with other cues.

Later

1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.

#7 Listening

7.1 Comprehends spoken language: Listens to a story or request and then responds appropriately.

#9 Vocabulary

9.1 Builds vocabulary: Identifies familiar people, places, and objects. Asks what a specific person or object are called.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language:

Focus: Requests and directions

Beginning

1.2 Begin to follow simple directions in English, especially when there are contextual cues.

#7 Listening

7.2 Follows verbal directions: a. Responds to conversation in environment and imitates actions.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language:
a. Responds to cues, such as gestures and visualizations.

Middle

1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.

#7 Listening

7.2 Follows verbal directions: With prompts and gestures, follows a one-step direction.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language:b. Responds to simple words and phrases in target language, especially in combination with other cues.

Later

1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

#7 Listening

7.2 Follows verbal directions: Follows related two-step directions given verbally.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language

Focus: Basic and advanced concepts

Beginning

1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#17 Spatial Awareness

17.2 Determines object location: b. Follows simple positional directions such as on/off, over/under and up/down.

#9 Vocabulary

9.1 Builds vocabulary: Identifies familiar people, places, and objects. Asks what a specific person or object are called.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language. Responds to simple words and phrases in target language, especially in combination with other cues.

Middle

1.3 Begin to demonstrate an understanding of words in English related to basic concepts.

#17 Spatial Awareness

17.2 Determines object location: c. When prompted, finds or places objects next to, between, in front of or behind self.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language: Responds to simple stories and short discussions in target language.

Later

#17 Spatial Awareness

17.2 Determines object location: When prompted, finds or places objects next to, between, in front of or behind objects not related to self.

#35 Comprehension of Second Language

35.1 Demonstrates comprehension of target language: d. Responds to stories, jokes and lengthy discussions in target language.

1.3 Demonstrate an understanding of words in English related to more advanced concepts.

Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Communication of needs

Beginning

1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.

#8 Communication

8.1 Communicates ideas: Uses vocal sounds and gestures to communicate.

#34 Approach to Second Language Acquisition 34.2

Demonstrates initiative with target language: Uses cues and gestures to understand interactions in target language.

#36 Communication in Second Language 36.1 a. Uses target language to communicate: a. Uses cues, gestures and visualizations to communicate.

Middle

1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).

#8 Communication

8.1 Communicates ideas: b. Uses a few words and word-like sounds to communicate.

#34 Approach to Second Language Acquisition 34.2

Demonstrates initiative with target language: Asks for repetition of target language to clarify understanding.

#36 Communication in Second Language 36.1 Uses target language to communicate Uses words and memorized phrases in target language to communicate.

Later

1.1 Show increasing reliance on verbal communication in English to be understood by others.

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

#34 Approach to Second Language Acquisition 34.2

Demonstrates initiative with target language: Seeks explanations for unknown words and phrases in target language to clarify understanding.

#36 Communication in Second Language 36.1 Uses target language to communicate c. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Focus: Vocabulary production

Beginning

1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).

#9 Vocabulary

9.1 Builds vocabulary: c. Communicates needs, desires and ideas using simple sentences.

Middle

1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).

#9 Vocabulary

9.1 Builds vocabulary: Uses a few words and word-like sounds to communicate.

#36 Communication in Second Language 36.1 Uses target language to communicate: b. Uses words and memorized phrases in target language to communicate.

Later

1.2 Use new English vocabulary to share knowledge of concepts.

#9 Vocabulary

9.1 Builds vocabulary: Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

#35 Comprehension of Second Language: d. Responds to stories, jokes and lengthy discussions in target language.

Focus: Conversation

Beginning

1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#8 Communication

8.1 Communicates ideas: c. Says two- to four-word sentences and repeats short phrases.

Middle

1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: When prompted uses gestures and words in target language to participate in group interactions.

Later

1.3 Sustain a conversation in English about a variety of topics

#8 Communication

8.1 Communicates ideas: Ask simple questions and stays on topic for two to three exchanges.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Uses target language to actively participate, working around language barriers.

Focus: Utterance length and complexity

Beginning

1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#8 Communication

8.2 Speaks in sentences: b. Uses a few words and word-like sounds to communicate. c. Communicates needs, desires and ideas using simple sentences. 36 Communication in Second Language 36.1 b. Uses words and memorized phrases in target language to communicate.

Middle

1.4 Use two- and three-word utterances in English to communicate.

#8 Communication

8.2 Speaks in sentences: c.Says two- to four-word sentences and repeats short phrases.**36 Communication in Second Language 36.1** Uses target language to communicate: b.Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).

#8 Communication

8.2 Speaks in sentences: d.Speaks in sentences but does not always follow grammatical rules.

#36 Communication in Second Language 36.1 d. Uses target language to communicate: d. Uses increasingly complex linguistic structures in target language with minimal grammatical errors.

Focus: Grammar

Beginning

1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#8 Communication

8.2 Speaks in sentences: b. Uses a few words and word-like sounds to communicate. c. Communicates needs, desires and ideas using simple sentences.

#36 Communication in Second Language 36.1 Uses target language to communicate: b. Uses words and memorized phrases in target language to communicate.

Middle

1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.

#8 Communication

8.2 Speaks in sentences: c. Says two- to four-word sentences and repeats short phrases.

#36 Communication in Second Language 36.1 Uses target language to communicate: Uses target language to communicate: b. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.

#8 Communication

8.2 Speaks in sentences: d. Speaks in sentences but does not always follow grammatical rules.

#36 Communication in Second Language 36.1 Uses target language to communicate: d. Uses target language to communicate: d. Uses increasingly complex linguistic structures in target language with minimal grammatical errors.

Focus: Inquiry

Beginning

1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#8 Communication

8.1 Communicates ideas: d.Asks simple questions and stays on topic for two to three exchanges.

Middle

1.6 Begin to use “what” and “why” questions in English, sometimes with errors.

#8 Communication

8.2 Speaks in sentences: d.Asks simple questions and stays on topic for two to three exchanges.

#25 Scientific Reasoning: 25.1 Inquires and predicts: b.Asks one-to two-word questions.

#34 Approach to Second Language: 34.1 Participates using target language: When prompted, uses gestures and words in target language to participate in group interactions.

Later

1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.

#8 Communication

8.2 Speaks in sentences: d.Asks simple questions and stays on topic for two to three exchanges.

#25 Scientific Reasoning: 25.1 Inquires and predicts: Identifies personal interests and seeks more information.

#34 Uses target language to communicate: c. **Approach to Second Language:** 34.1 Participates using target language: c. Uses target language to actively participate, working around any language barriers.

2.0 Children begin to understand and use social conventions in English.

Focus: Social conventions

Beginning

2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).

#3 Social Relationships

3.3 Cares for and responds to others: c Demonstrates concern for someone who is sad or upset. 3.2 Cooperates: Helps or participates in an activity when asked.

#8 Communication

8.1 Communicates ideas: c.Communicates needs, desires and ideas using simple sentences.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Observes interactions in target language, but may not participate.

Middle

2.1 Demonstrate a beginning understanding of English social conventions.

#3 Social Relationships

3.2 Cooperates: d.Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

#21 Families and Communities: 21. 2 Explores cultures and traditions. e.Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.

#8 Communication

8.1 Communicates ideas: Asks simple questions and stays on topic for two to three exchanges.

#34 Approach to Second Language Acquisition 34.1 b.

Participates using target language: When prompted, uses gestures and words in target language to participate in group interactions. c. Uses target language to actively participate, working around any language barriers.

Later

#3 Social Relationships

3.2 Cooperates: d.Plays cooperatively with others and begins to share. Asks adult to help solve social problems. 3.1 Builds positive relationships. Initiates play, conversations and interactions with one or more persons.

2.1 Appropriately use words and tone of voice associated with social conventions in English.

#8 Communication

8.1 Communicates ideas: e.Tells stories and engages in conversations through multiple exchanges.

#21 Families and Communities: 21.3 Respects diversity:e. Asks questions about how others live, eat, play and believe.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: d. Initiates interactions in target language, displaying adequate conversation proficiency with minimal language barriers.

3.0 Children use language to create oral narratives about their personal experiences.

Focus: Narrative development

Beginning

3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#8 Communication

8.1 Communicates ideas: c. Communicates needs, desires and ideas using simple sentences.

#24 History

24.1 Describes past events: c. Describes events as they happen. Uses words such first, then.

Middle

3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code- switching).

#8 Communication

8.1 Communicates ideas: Communicates needs, desires and ideas using simple sentences.

#24 History

24.1 Describes past events: Recalls information and events from the past.

#36 Communication in Second Language 36.1 Uses target language to communicate: c. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

#8 Communication

8.1 Communicates ideas: d. Speaks in sentences but does not always follow grammatical rules.

#24 History

24.1 Describes past events: f. Retells historical, fictional or past events or stories.

#34 Approach to Second Language Acquisition

34.1 Participates using target language: Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.

3.1 Produce simple narratives in English that are real or fictional.

Reading

1.0 Children demonstrate an appreciation and enjoyment of reading and literature.

Focus: Participate in read-aloud activity

Beginning

1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.

#13 Reading Comprehension 13.1 Responds to text: b. Points to pictures and repeats words from familiar stories

#Self Direction 2.2 Maintains attention: c. Focuses on an engaging activity for a short period of time.

Middle

1.1 Begin to participate in reading activities, using books written in English when the language is predictable.

#13 Reading Comprehension 13.1 Responds to text: c. Talks about pictures and ideas in familiar stories.

#34 Approach to Second Language Acquisition 34.1 Participates using target language: b. When prompted, uses gestures and words in target language to participate in group interactions.

Later

1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).

#13 Reading Comprehension 13.1 Responds to text: d. Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.

#11 Concepts of Print 11.1 Demonstrates print knowledge: f. Recognizes common types of text (poem, storybook, fact book.) Names author and illustrator. Identifies punctuation.

#34 Approach to Second Language Acquisition 34.1 Participates using target language: c. Uses target language to actively participate, working around any language barriers.

Focus: Interest in books and reading

Beginning

1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.

#11 Concepts of Print

11.1 Demonstrates print knowledge:

#13 Reading Comprehension 13.1 Responds to text: c. Answers “What...?” questions about stories and books. Recalls the name of the main character.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: b. When prompted, uses gestures and words in target language to participate in group interactions.

Middle

1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.

#11 Concepts of Print

11.1 Demonstrates print knowledge: d Identifies letter, words, spaces and some punctuation. Follows the direction of text.

#13 Reading Comprehension 13.1 Responds to text: d. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Uses target language to actively participate, working around any language barriers.

#36 Communication in Second Language 36.1 Uses target language to communicate. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.

#11 Concepts of Print

11.1 Demonstrates print knowledge: e.Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.

#13 Reading Comprehension 13.1 Responds to text: e. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: d.Initiates interactions in target language, displaying adequate conversation proficiency with minimal language barriers.

#36 Communication in Second Language 36.1 e. Uses target language to communicate. d. Uses increasingly complex linguistic structures in target language minimal grammatical errors.

2.0 Children show an increasing understanding of book reading.

Focus: Personal connections to the story

Beginning

2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#13 Reading Comprehension 13.1 Responds to text:

#24 History

24.1 Describes past events

Middle

2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.

#13 Reading Comprehension 13.1 Responds to text: e.Relates to the characters or events of the story and shares a similar experience or object from own life.

#36 Communication in Second Language 36.1 Uses target language to communicate b. Uses words and memorized phrases in target language to communicate. c. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

2.1 Begin to engage in extended conversations in English about stories.

#13 Reading Comprehension 13.1 Responds to text: e.Relates to the characters or events of the story and shares a similar experience or object from own life.

#34 Approach to Second Language Acquisition 34.1 d. Participates using target language: d.Initiates interactions in target language, displaying adequate conversation proficiency with minimal language barriers.

Focus: Story structure

Beginning

2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).

#13 Reading Comprehension

13.2 Retells, asks and answers questions: e. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.

Middle

2.2 Retell a story using the home language and some English when read or told a story in English.

#13 Reading Comprehension

13.2 Retells, asks and answers questions: e. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.

#35 Comprehension of target language. 35.1 c. Responds to simple stories and short discussions in target language.

#36 Communication in Second Language 36.1 Formulates sentences by combining familiar words and phrases in target language to communicate.

Later

2.2 Retell in English the majority of a story read or told in English.

#13 Reading Comprehension

13.2 Retells, asks and answers questions: f. With prompting, answers questions about characters and setting. Retells major events of a story in sequence

#35 Comprehension of target language: 35.1 Responds to stories, jokes and lengthy discussions in target language.

3.0 Children demonstrate an understanding of print conventions.

Focus: Book handling

Beginning

3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).

#11 Concepts of Print

11.1 Demonstrates print knowledge: c. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

Middle

3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.

#11 Concepts of Print

11.1 Demonstrates print knowledge: d. Identifies letters, words, spaces and some punctuation. Follows the direction of text

Later

3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.

#11 Concepts of Print

11.1 Demonstrates print knowledge: e.Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.

#21 Families and Communities 21. Respects diversity:
f.Explains how individuals, families and cultures differ.

4.0 Children demonstrate awareness that print carries meaning.

Focus: Environmental print

Beginning

4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.

#12 Letter/Word Recognition 12.1 Identifies letters and words:c.Recognizes the difference between pictures, letters and numbers in print.

#34 Approach to Second Language Acquisition 34.1 Participates using target language:

Middle

4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.

#12 Letter/Word Recognition 12.1 Identifies letters and words: Recognizes some common words in print; such as their his/her name, mom, dad.

#34 Approach to Second Language Acquisition 34.1 Participates using target language: b. When prompted uses gesture and words in target language to participate in group interactions.

Later

4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.

#12 Letter/Word Recognition 12.1 Identifies letters and words: e. Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print. f. Reads high frequency sight words.

#34 Approach to Second Language Acquisition 34.1 Participates using target language. c. Uses target language to actively participate, working around any language barriers.

5.0 Children demonstrate progress in their knowledge of the alphabet in English.

Focus: Letter awareness

Beginning

5.1 Interact with material representing the letters of the English alphabet.

#12 Letter/Word Recognition 12.1 Identifies letters and words:
c. Recognizes the difference between pictures, letters and numbers in print

#34 Approach to Second Language Acquisition 34.1 Participates using target language
b. When prompted uses gesture and words in target language to participate in group interactions.

Middle

5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).

#12 Letter/Word Recognition 12.1 Identifies letters and words:
Recognizes some common words in print; such as their his/her name, mom, dad.

#36 Communication in Second Language 36.1 Uses target language to communicate:
Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.

#12 Letter/Word Recognition 12.1 Identifies letters and words identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.

#34 Approach to Second Language Acquisition 34.2 Demonstrates initiative with target language:
Seeks explanations for unknown words and phrases in target language.

Focus: Letter recognition

Beginning

5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.

#12 Letter/Word Recognition

12.1 Identifies letters and words **12.2** Makes letter–sound connections

#34 Approach to Second Language Acquisition 34.1

Participates using target language. When prompted

Middle

5.2 Identify some letters of the alphabet in English.

#12 Letter/Word Recognition

12.1 Identifies letters and words **12.2** Makes letter–sound connections c.Recognizes the sound of the first letter in his/her name. d.Identifies six to seven letters and their sounds.

#34 Approach to Second Language Acquisition 34.1

Participates using target language b. When prompted uses gesture and words in target language to participate in group interactions.

Later

5.2 Identify ten or more letters of the alphabet in English.

#12 Letter/Word Recognition

12.1 Identifies letters and words **12.2** Makes letter–sound connections. e.Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Uses target language to actively participate, working around any language barriers.

6.0 Children demonstrate phonological awareness.

Focus: Rhyming

Beginning

6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.

#10 Phonological Awareness

10.2 Identifies rhyme and alliteration: b.Repeats the last word in familiar rhymes when prompted.

#34 Approach to Second Language Acquisition 34.2

Demonstrates initiative with target language: Uses cues, gestures, and visualizations to communicate.

Middle

6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.

#10 Phonological Awareness

10.2 Identifies rhyme and alliteration: c.Suggests a missing rhyming word within a poem or song.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Asks for repetition of target language to clarify understanding.

Later

6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.

#10 Phonological Awareness

10.2 Identifies rhyme and alliteration d. Identifies when two words rhyme or don't rhyme. e. Suggests a series of rhyming words when given a word.

#30 Music 30.1 Expresses self through music. b. Repeats words in familiar songs and attempts to sing.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Uses target language to participate, working around any language barriers.

Focus: Onset (initial sound)

Beginning

6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.

#10 Phonological Awareness

10.1 Hears small units of sound c. Shows awareness of separate words in spoken language. **10.2** Identifies rhyme and alliteration: b. Repeats the last word in familiar rhymes when prompted.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: b. Uses words and memorized phrases in target language to communicate.

Middle

6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.

#10 Phonological Awareness 10.1 Hears small units of sound
Identifies words that have a similar beginning sound.

#34 Approach to Second Language Acquisition 34.1
Participates using target language: Uses words and memorized phrases in target language to communicate.

Later

6.2 Recognize and produce words that have a similar onset (initial sound) in English.

#10 Phonological Awareness 10.1 Hears small units of sound:
Identifies words that have a similar beginning sound.

#35 Comprehension of Second Language 34.1 Demonstrates comprehension of target language: Responds to simple words and phrases in target language, especially in combination with other cues.

Focus: Sound differences in the home language and English

Beginning

6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)

#10 Phonological Awareness 10.1 Hears small units of sound: b.
Imitates sounds and tones.

#34 Comprehension of Second Language 35.1 Participates using target language: a. Responds to cues, such as gestures and visualizations.

Middle

6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.

#10 Phonological Awareness 10.1 Hears small units of sound: Shows awareness of separate words in spoken language.

#35 Comprehension of Second Language 34.1 Demonstrates comprehension of target language. Responds to simple words and phrases in target language, especially in combination with other cues.

Later

6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.

#10 Phonological Awareness 10.1 Hears small units of sound d. Shows awareness of separate words in spoken language.

#34 Approach to Second Language Acquisition 34.1 Participates using target language When prompted, uses gestures and words in target language, especially in combination with other cues.

Writing

1.0 Children use writing to communicate their ideas.

Focus: Writing as communication

Beginning

1.1 Begin to understand that writing can be used to communicate.

#11 Concepts of Print

11.1 Demonstrates print knowledge c. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.

#14 Emergent Writing

14.1 Writes name, words and sentences: c. Writes letter-like forms and creates his/her own symbols **14.2** Expresses through writing: c. Scribbles or draws marks as a representation of an object or person

Middle

1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.

#11 Concepts of Print

11.1 Demonstrates print knowledge: Identifies letters, words, spaces and some punctuation. Follows the direction of text.

#14 Emergent Writing

14.1 Writes name, words and sentences: d. Attempts to print or copy familiar symbols and letters, especially those that are in own name.

14.2 Expresses through writing: d. Draws lines, circles or shapes and explains who or what they represent.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: When prompted, uses gestures and words in target language to partici[ate in group interactions.

Later

1.1 Develop an increasing understanding that what is said in English can be written down and read by others.

#11 Concepts of Print

11.1 Demonstrates print knowledge e.Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.

#14 Emergent Writing

14.1 Writes name, words and sentences: e. Prints first name. Copies print. Uses inventive spelling.**14.2** Expresses through writing e.Uses a combination of drawing, dictating and writing to express and record an event or idea.

#34 Approach to Second Language Acquisition 34.2

Demonstrates initiative in target language: c. Seeks explanations for unknown words and phrases in target language.

Focus: Writing to represent words or ideas

Beginning

#11 Concepts of Print

11.1 Demonstrates print knowledge: c. Recognizes the difference between pictures, letters and numbers in print.

#14 Emergent Writing

14.1 Writes name, words and sentences: Writes letter-like forms and creates his/her own symbols.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Observes interactions in target language, but may not participate.

1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.

Middle

#14 Emergent Writing

14.1 Writes name, words and sentences: d. Attempts to print or copy familiar symbols and letters, especially those that are in own name. **14.2** Expresses through writing: d. Draws lines, circles or shapes and explains who or what they represent.

#34 Approach to Second Language Acquisition 34.1

Participates using target language: Uses target language to actively participate, working around any language barriers.

1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.

Later

1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.

#14 Emergent Writing

14.1 Writes name, words and sentences e. Prints first name. Copies print. Uses inventive spelling. **14.2** Expresses through writing: e. Prints first name. Copies print. Uses inventive spelling

#34 Approach to Second Language Acquisition 34.1

Participates using target language: d. Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.

Focus: Writing their name

Beginning

1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.

#14 Emergent Writing

14.1 Writes name, words and sentences: c. Scribbles or draws marks as a representation of an object or person.

Middle

1.3 Attempt to copy their own name in English or in the writing system of their home language.

#14 Emergent Writing

14.1 Writes name, words and sentences: d. Draws lines, circles or shapes and explains who or what they represent.

#36 Communication in Second Language Acquisition 36.1

Uses target language to communicate. Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.

Later

1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.

#14 Emergent Writing

14.1 Writes name, words and sentences: e. Prints first name. Copies print. Uses inventive spelling.

#36 Second Language 36.1 Uses target language to communicate. Formulates sentences by combining familiar words and phrases in target language.

Mathematics

Number Sense

48 months

1.0 Children begin to understand numbers and quantities in their everyday environment.

1.1 Recite numbers in order to ten with increasing accuracy.

#15 Number Concepts

15.2 Counts to determine quantity: b. verbally counts.

1.2 Begin to recognize and name a few written numerals.

#15 Number Concepts 15.1 Identifies numerals: c. Recognizes numerals to 3.

1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).

#15 Number Concepts

15.3 Understands operations: b. Demonstrates understanding of one, two, or more. c. Creates groups of objects. Adds and removes to group as prompted.

1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.

#15 Number Concepts

15.2 Counts to determine quantity: c. Points to one object at a time while counting. (not always in correct order.)

1.5 Use the number name of the last object counted to answer the question, “How many . . . ?”

#15 Number Concepts

15.2 Counts to determine quantity: d. Counts up to 10 objects.

60 months

1.0 Children expand their understanding of numbers and quantities in their everyday environment.

1.1 Recite numbers in order to twenty with increasing accuracy.

#15 Number Concepts

15.2 Counts to determine quantity: e. Counts up to 20 objects.

1.2 Recognize and know the name of some written numerals.

#15 Number Concepts 15.1 Identifies numerals: e. Identifies numerals to 10.

1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).

#15 Number Concepts 15.3 Understands operations: d. Creates and counts groups of up to 5 objects.

1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.

#15 Number Concepts 15.2 Counts to determine quantity: d. counts up to 10 objects.

1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).

#15 Number Concepts 15.2 Counts to determine quantity. d. Counts up to 10 objects e. counts up to 20 objects

48 months

2.0 Children begin to understand number relationships and operations in their everyday environment.

2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or non-equal and communicate, “more” or “same.”

#15 Number Concepts 15.3 Understands operations: b. Demonstrates understanding of one, two, and more.

2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.

#15 Number Concepts 15.3 Understands operations: c. Creates groups of objects. Adds and removes to group as prompted.

2.3 Understand that putting two groups of objects together will make a bigger group.

2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).

60 months

2.0 Children expand their understanding of number relationships and operations in their everyday environment.

2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).

2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.

2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.

#15 Number Concepts

15.3 Understands operations: Creates groups of objects. Adds and removes to group as prompted.c.

#19.1 Measurement: 19.1 Estimates and Measures: c.Determines which object is bigger (heavier, longer) when given two objects.

#15 Number Concepts

15.3 Understands operations: d. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts

#15 Number Concepts

15.3 Understands operations: Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.

#19 Measurement: 19.1: Compares, orders, seriates: d.Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.

#15 Number Concepts

15.3 Understands operations: e. Solves addition and subtraction problems within ten.

#15 Number Concepts

15.3 Understands operations: e. Solves addition and subtraction problems within ten.

2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

#15 Number Concepts

15.3 Understands operations: e. Solves addition and subtraction problems within ten.

Algebra and Functions (Classification and Patterning)

48 months

1.0 Children begin to sort and classify objects in their everyday environment.

1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.

#18 Patterns and Sorting

18.2 Matches, sorts and charts: c.Sort objects by one feature, such as size or color.

60 months

1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.

1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).

#18 Patterns and Sorting

18.2 Matches, sorts and charts: d.After sorting objects by one feature, sorts again by a different feature.

48 months

2.0 Children begin to recognize simple, repeating patterns.

2.1 Begin to identify or recognize a simple repeating pattern.

#18 Patterns and Sorting

18.1 Identifies and creates patterns: Copies patterns with two steps, such as red- blue, red-blue

2.2 Attempt to create a simple repeating pattern or participate in making one.

#18 Patterns and Sorting

18.1 Identifies and creates patterns: d.Creates and extends two-step patterns.

60 months

2.0 Children expand their understanding of simple, repeating patterns.

2.1 Recognize and duplicate simple repeating patterns.

#18 Patterns and Sorting

18.1 Identifies and creates patterns: d.Creates and extends two-step patterns.

2.2 Begin to extend and create simple repeating patterns.

#18 Patterns and Sorting

18.1 Identifies and creates patterns: e.Creates and extends three- and four-step patterns and plays complex memory games.

Measurement

48 months

1.0 Children begin to compare and order objects.

1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.

1.2 Order three objects by size.

#19 Measurement

19.2 Compares and seriates: c. Determines which object is bigger (heavier, longer) when given two objects.

#19 Measurement

19.2 Compares and seriates: d. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.

60 months

1.0 Children expand their understanding of comparing, ordering, and measuring objects.

1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).

#19 Measurement

19.2 Compares and seriates: c. Determines which object is bigger (heavier, longer) when given two objects.

1.2 Order four or more objects by size.

#19 Measurement

19.2 Compares and seriates: e. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.

1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.

#19 Measurement

19.1 Estimates and measures: d.Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help. e. Estimates (not always logically) size and volume. Measures and describes findings.

Geometry

48 months

1.0 Children begin to identify and use common shapes in their everyday environment.

1.1 Identify simple two-dimensional shapes, such as a circle and square.

#16 Shapes

16.1 Identifies shapes: c. Identifies a few basic shapes.

1.2 Use individual shapes to represent different elements of a picture or design.

#16 Shapes

16.1 Identifies shapes: c. Identifies a few basic shapes.

16.2 Manipulates parts and wholes: c. Puts together two to three pieces to create a whole object

60 months

1.0 Children identify and use a variety of shapes in their everyday environment.

1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.

#16 Shapes

16.1 Identifies shapes: d. Identifies four to six basic geometric shapes.

1.2 Combine different shapes to create a picture or design.

#16 Shapes

16.1 Identifies shapes: d. Identifies four to six basic geometric shapes.

16.2 Manipulates parts and wholes: d. Uses a guide to put together six to twelve pieces to make a whole object.

48 months

2.0 Children begin to understand positions in space.

2.1 Identify positions of objects and people in space, such as in/ on/ under, up/down, and inside/outside.

#17 Spatial Awareness

17.2 Determines object location: b. Follows simple positional directions such as on/off, over/under and up/down.

60 months

2.0 Children expand their understanding of positions in space.

2.1 Identify positions of objects and people in space, including in/ on/ under, up/down, inside/outside, beside/between, and in front/behind.

#17 Spatial Awareness

17.2 Determines object location: c. When prompted, finds or places objects next to, between, in front of or behind self.d.When prompted, finds or places objects next to, between, in front of or behind objects not related to self.

Mathematical Reasoning

48 months

1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.

1.1 Begin to apply simple mathematical strategies to solve problems in their environment.

#20 Logic

20.1 Solves problems: b.Experiments with cause and effect.

#25 Scientific Reasoning:

25.2 Observes and experiments c. Investigates an object or group of objects in multiple ways.

60 months

1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.

1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.

#20 Logic

20.1 Solves problems: d.Tries out many possible solutions to a problem. e.Uses previous knowledge to determine which solution to try first when solving a problem.



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.										
		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
		5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp)	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.
	6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.
		6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.
6.3 Demonstrates safe practices		Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.	

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Language and Literacy	7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
		7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
	8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
		8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
		10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
	11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
		12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
	13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
	14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
		14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency	
Second Language Acquisition	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	
		34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value and identifies if a number is even or odd.	
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4, 7=5+2).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary					
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about a scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.	
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.	
		25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.	
	26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.	
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.	
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.	
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.	
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.	
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
	Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
			30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
31 Dance and Movement		31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.	
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.	
32 Visual Arts		32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.	
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.	
33 Drama		33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.	
		33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.	

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