



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

The Connecticut Framework (2013)

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 which are imprints of the Experience Early Learning Company:

- 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 Connecticut Framework with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the early learning standards in the Connecticut Framework, Mother Goose Time also reinforces the following skills:

- 6.3 Demonstrates safe practices
- 10.1 Hears small units of sound
- 10.2 Identifies rhyme and alliteration
- 15.1 Identifies numerals
- 15.3 Understands operations
- 16.1 Identifies shapes
- 16.2 Manipulates parts and wholes
- 17.1 Flips and rotates objects
- 21.2 Explores cultures and traditions
- 22.1 Understands citizenship
- 22.2 Understands concepts of trade
- 23.1 Identifies types of places
- 23.2 Uses maps
- 27.1 Identifies properties of matter
- 27.2 Explores forces and motions
- 28.1 Identifies weather and climates
- 28.2 Explores ecosystems
- 33.2 Uses and creates props
- Second Language Acquisition

Personal and Social Development

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Personal and Social Development	
Preschool programs will provide children with opportunities to exhibit curiosity, creativity, self-direction and persistence in learning situations.	
Engage in activities that they select or create and demonstrate self-direction in use of materials;	
Children will make independent decisions about what learning center or materials to work with and will get and use the materials they need.	<u>Social and Emotional Development</u> 1 Self Concept 1.1.F Expresses preferences. Negotiates to obtain personal preference in a situation. 1.2.F Takes responsibility. Takes care of own needs and personal belongings.
Sustain attention to task;	
Children can remain engaged in an activity that they have selected for a minimum of 15 minutes.	<u>Social and Emotional Development</u> 2 Self Direction 2.2.F-G Maintains attention. Sustains focus for at least ten minutes even if there are distractions. Sustains focus for at least thirty minutes even if there are distractions.
Demonstrate the ability to use a minimum of two different strategies to attempt to solve a problem;	
Children will attempt several different strategies when encountering difficulty while they are using materials.	<u>Mathematics and Reasoning</u> 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Demonstrate delight or satisfaction when completing a task or solving a problem;</p>	
<p>Children receive pleasure or gratification when completing a task or solving a problem by themselves.</p>	<p><u>Social and Emotional Development</u> 1 Self Concept 1.2.E Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity. 1.3.D Identifies and manages feelings. Recognizes personal feelings.</p>
<p>Preschool programs will provide children with opportunities to describe themselves using several basic characteristics.</p>	
<p>Refer to themselves by first and last name; and identify themselves by family and by gender.</p>	
<p>Children will state whether they are a girl or a boy. They will identify the members of their family by their roles in the family, e.g., mother, brother, grandmother, uncle.</p>	<p><u>Social Studies</u> 21 Families and Communities 21.1.D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies roles of self and others and describes the job each may do.</p>
<p>Preschool programs will provide children with opportunities to demonstrate awareness of one's own and others' feelings.</p>	
<p>Use words to express emotions or feelings.</p>	
<p>Children move from more physical displays of emotions and begin to verbalize them.</p>	<p><u>Social and Emotional Development</u> 1 Self Concept 1.3.E,F Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings. Describes appropriate responses.</p> <p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Preschool programs will provide children with opportunities to participate in and exhibit self-control in group situations.</p>	
<p>Participate in small- and large-group activities;</p>	
<p>Children will participate in a variety of small-group activities such as cooking and reading together, and in large-group activities such as circle time and creative movement.</p>	<p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play. 3.2.D Cooperates. Plays cooperatively with others and begins to share.</p> <p>1 Self Concept 1.2.G Takes responsibility. Shows respect for others' personal space and belongings.</p>
<p>Manage transition from one activity to the next;</p>	
<p>Children will clean up and put away materials in appropriate places and move to the next activity with few verbal prompts.</p>	<p><u>Social and Emotional Development</u> 2 Self Direction 2.2.C Follows rules and routines. With prompting, follows rules and routines. 2.3.C Transitions and adapts. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.</p>
<p>Follow classroom and playground rules;</p>	
<p>Children will demonstrate an understanding of classroom and playground rules. They will also participate in the development of rules.</p>	<p><u>Social and Emotional Development</u> 2 Self Direction 2.1.D,E,F Follows rules and routines. Follows rules and routines. Expresses feelings about fairness. Identifies when others are or are not following familiar rules and routines. Participates in setting, defining and following rules.</p>
<p>Be aware of and follow the classroom schedule and routines.</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children will be familiar with and follow the daily schedule and routines. They will be able to tell another person what activity comes next and about any special activity planned for the day.</p>	<p><u>Social and Emotional Development</u> 2 Self Direction 2.1 Follows rules and routines. 2.3.C,F Transitions and adapts. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers. Transitions from one activity to the next and helps others through the transition.</p>
<p>Preschool programs will provide children with opportunities to interact appropriately with peers and familiar adults.</p>	
<p>Interact with one or more children, beginning to play or work cooperatively;</p>	
<p>Children are moving from parallel to cooperative play. Children will engage in activities that involve interactions with one or more children to enhance socio-dramatic play or to work together to build or complete a project.</p>	<p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play. 3.2.D–H Cooperates. Plays cooperatively with others and begins to share. Seeks out opportunities to help others. Suggests solutions to group problems or challenges. Fulfills personal roles and responsibilities when working in a group. Works collaboratively and flexibly within a group.</p>
<p>Enter into or initiate a play situation;</p>	
<p>Children will enter into a play situation. Children will initiate a play theme with peers.</p>	<p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or ore persons.</p>
<p>Demonstrate empathy and caring for others;</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children assist other children in cleanup or work together to complete a project. If one child gets injured, other children will acknowledge how that child might be feeling and offer help.</p>	<p>Social and Emotional Development 3 Social Relationships 3.3.C–G Cares for and responds to 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.</p> <p>1 Self Concept 1.1.G Identifies and manages feelings. Predicts how self and others might feel in a variety of situations and explains why.</p>
<p>Seek help from peers or adults.</p>	
<p>When children need assistance with a self-help task or in solving a problem, they will ask for help from adults or peers in the classroom.</p>	<p>Social and Emotional Development 1 Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.</p> <p>Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p>
<p>Preschool programs will provide children with opportunities to use age-appropriate conflict-resolution strategies.</p>	
<p>Use words to identify the conflict;</p>	
<p>Children will use words to identify the problem they are having with a peer.</p>	<p>Social and Emotional Development 3 Social Relationships 3.2.D,E,F Cooperates. 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.</p> <p>Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Engage in developing solutions and work to resolve conflicts;	
Children will participate in the facilitation of a conflict resolution by an adult, agree to a solution and follow it.	<u>Social and Emotional Development</u> 3 Social Relationships 3.2.D,E,F Cooperates. 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.
Seek adult help when involved in a conflict.	
If a child cannot resolve a conflict with another child, he or she will ask an adult for assistance.	<u>Social and Emotional Development</u> 3 Social Relationships 3.2.D Cooperates. Asks adult to help solve social problems.
Preschool programs will provide children with opportunities to recognize similarities and appreciate differences in people.	
State at least two ways in which children are similar and two ways in which they are different;	
Children notice similarities and differences between themselves and others. Children verbalize these similarities and differences.	<u>Social Studies</u> 21 Families and Communities 21.3.C,E,F Respects diversity. Identifies physical similarities and differences between self and others. Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.
Interact with a variety of children in the program.	
Children will choose to engage in activities with a variety of peers. They will play with others regardless of gender, race or ability.	<u>Social Studies</u> 21 Families and Communities 21.3.D Respects diversity. Interacts with peers who look, learn, believe or move differently.

Physical Development

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Physical Development	
Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities that are child selected and teacher initiated.	
Demonstrate competence in a variety of activities that require coordinated movement using large muscles;	Physical Development 4 Gross Motor 4.2 Coordinates large movements
Perform activities that combine large-muscle movements with equipment;	Physical Development 4 Gross Motor 4.1.G Builds strength and balance. Balances on a variety of objects. 4.2.G Coordinates large movements. Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.
Combine a sequence of several motor skills in an organized way;	Physical Development 4 Gross Motor 4.2.H Coordinates large movements. Coordinates multiple complex movements in continuous play. Creative Development 31 Dance and Movement 31.1.G Develops dance and movement techniques. Recalls and dances a sequence of 2-3 movement patterns. 31.2.G Expresses through dance and movement. Coordinates movements of self and others to create a cohesive dance or idea.

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Choose to engage in physical activity that is child selected or teacher initiated.	<p>Physical Development 6 Health and Safety 6.1.D,F Makes healthy food and exercise choices. Follows a routine of rest and active play. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
Preschool programs will provide children with opportunities to use a variety of materials that promote eye-hand coordination and small-muscle development.	
Perform fine-motor tasks that require small-muscle strength and control;	<p>Physical Development 5 Fine Motor 5.1 Controls small movements</p>
Use eye-hand coordination to successfully perform fine-motor tasks;	<p>Physical Development 5 Fine Motor 5.1 Controls small movements</p>
Show beginning control of writing, drawing and art tools.	<p>Physical Development 5 Fine Motor 5.2 Uses drawing/writing tools</p>
Preschool programs will provide children with opportunities to engage in a wide variety of gross-motor activities.	
Move through an environment with body control;	
Children develop motor control, coordination and balance in the early years. A child should be able to walk in the classroom and not bump into furniture or people.	<p>Physical Development 4 Gross Motor 4.1 Builds strength and balance.</p> <p>Creative Development 31 Dance and Movement 31.1.C Develops dance and movement techniques. Explores personal space and direction.</p>
Demonstrate spatial awareness in fine-motor activities.	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Children will demonstrate an awareness of top and bottom, up and down.	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.B Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p>
Preschool programs will provide children with opportunities to choose nutritious meals and snacks.	
Recognize and eat a variety of nutritious foods.	
When presented with several foods, children will be able to tell which are considered healthy foods to eat.	<p>Physical Development 6 Health and Safety 6.1.F Makes healthy food and exercise choices. Identifies food that is nutritious.</p>
Preschool programs will provide children with opportunities to practice basic hygiene and self-help skills.	
Practice personal hygiene;	
Children will wash hands, brush teeth, toilet independently and use tissues appropriately.	<p>Physical Development 6 Health and Safety 6.2.C,D Practices good hygiene. With help, participates in healthy habit and healthcare routines. Regulates toileting and hand-washing needs.</p>
Use self-help skills.	
Children will put on and take off clothes. They will select, use and put away materials.	<p>Social and Emotional Development 1 Self Concept 1.2.F Takes responsibility. Takes care of own needs and personal belongings.</p> <p>Science 26 Life Science 26.1.B,C,D Identifies basic needs. Participates in taking care of some personal needs such as feeding self. Describes personal needs. Meets personal needs independently.</p>

Cognitive Development

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Cognitive Development: Logical – Mathematical/Scientific Thinking</p>	
<p>Preschool programs will provide children with opportunities to express wonder, ask questions and seek answers about the natural world.</p>	
<p>Ask questions about and comment on observations and experimentation;</p>	
<p>Children are naturally curious. When provided with opportunities to observe and investigate the environment, they will ask questions about and comment on their observations and what they discover.</p>	<p>Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions or shows curiosity about phenomenon. Predicts a few outcomes. 25.2.C,D Observes and experiments. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p>
<p>Collect, describe and record information;</p>	
<p>Children will make comparisons among different objects using different senses. They will use words to describe their experiences.</p>	<p>Science 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore environment. 25.3.E Evaluates and infers. Describes and compares observations of phenomenon.</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Use equipment for investigation.</p>	
<p>Children will use a variety of materials for investigation and data collection.</p>	<p>Science 29 Technology 29.1.E,F,G Explores technology. 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.</p>
<p>Preschool programs will provide children with opportunities to recognize and solve problems through active exploration, including trial and error and interacting with peers and adults.</p>	
<p>Make and verify predictions about what will occur;</p>	
<p>Children will make predictions about what will occur based on observations, manipulation and previous experiences. They will use resources such as experiments, books, computer software, peers and adults to verify their predictions.</p>	<p>Science 25 Scientific Reasoning 25.1.F Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning. 25.2.F Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis.</p> <p>29 Technology 29.1 Explores technology</p>
<p>Compare and contrast objects and events;</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children will identify attributes for comparison, compare characters of stories or events of stories, note similarities and differences, or find patterns.</p>	<p>Mathematics and Reasoning 19 Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p> <p>Language and Literacy 13 Reading Comprehension 13.1.G Responds to text. Compares similarities and differences between two texts.</p>
<p>Classify objects and events based on self-selected criteria;</p>	
<p>Children will identify ways to organize objects or information and provide the rationale for their method of classification.</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.2.G Matches, sorts and charts. Answers questions about data or objects sorted in up to three categories.</p> <p>Science 26 Life Science 26.2.C Classifies organisms. Groups living things by common characteristics.</p>
<p>Use language that shows understanding of scientific principles to explain why things happen;</p>	
<p>Children will use vocabulary that indicates their understanding of scientific principles.</p>	<p>Language and Literacy 9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversations or through reading.</p>
<p>Engage in a scientific experiment with a peer or with a small group.</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children will conduct observations or experiments with one peer or with a small group using sharing and turn-taking skills.</p>	<p>Science 25 Scientific Reasoning 25.2.C,D Observes and experiments. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p> <p>Social and Emotional Development 3 Social Relationships 3.2 Cooperates. Plays cooperatively with others and begins to share. Works collaboratively and flexibly within a group.</p>
<p>Preschool programs will provide children with opportunities to organize and express their understanding of common properties and attributes of things.</p>	
<p>Recognize simple patterns and duplicate or extend them;</p>	
<p>Children will use a variety of manipulatives and art media to create or imitate visual or auditory patterns.</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.1 Identifies and creates patterns</p>
<p>Create and duplicate patterns and shapes using a variety of materials;</p>	
<p>Building on their recognition of patterns, children will create their own patterns with a variety of materials and duplicate patterns presented to them.</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.1 Identifies and creates patterns</p>
<p>Sort objects by one or more attributes and regroup the objects based on a new attribute;</p>	
<p>Children will classify objects by attributes that they select.</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.2.F Matches, sorts and charts. Identifies, sorts and classifies objects by at least two features.</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Order several objects on the basis of one attribute;</p>	
<p>Children will arrange objects in a sequence that they can explain.</p>	<p>Mathematics and Reasoning 19 Measurement 19.2.D Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.</p>
<p>Show spatial awareness by demonstrating an understanding of position and order;</p>	
<p>Children will use vocabulary to indicate their knowledge of position and order.</p>	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.E Determines object location. Explains the location of an object in relation to another object or person.</p> <p>19 Measurement 19.2.D Compares and seriates. Describes order using first, then and last.</p>
<p>Use common instruments to measure things;</p>	
<p>Children will use a variety of instruments to measure weight, volume, height, distance and temperature.</p>	<p>Mathematics and Reasoning 19 Measurement 19.1.D.F Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Makes logical estimates and uses measurement tools to check estimation.</p>
<p>Demonstrate understanding of one-to-one correspondence while counting;</p>	
<p>Children will count objects and make the connection between number and quantity.</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.2 Counts to determine quantity</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Show curiosity and independent interest in number-related activities;</p>	
<p>Children will engage in counting and discussing quantity as they play.</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.2 Counts to determine quantity</p>
<p>Estimate and verify the number of objects;</p>	
<p>Children will make estimates of quantity, distance, weight and length, and use measuring tools and other ways to verify the estimation.</p>	<p>Mathematics and Reasoning 19 Measurement 19.1.D.F Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help. Makes logical estimates and uses measurement tools to check estimation.</p>
<p>Demonstrate an understanding of sequence of events and time periods;</p>	
<p>Children will describe or represent a series of events in the appropriate sequence. Children will use words to denote time periods or a sequence of events.</p>	<p>Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p>
<p>Collect, organize and display information.</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children will demonstrate a variety of strategies to share information.</p>	<p>Science 25 Scientific Reasoning 25.3.C Evaluates and infers. Shares discoveries with others.</p> <p>Language and Literacy 8 Communication 8.1 Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics.</p> <p>14 Emergent Writing 14.2 Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>Cognitive Development: Language and Literacy</p>	
<p>Preschool programs will provide children with opportunities to communicate their experiences, ideas and feelings by speaking.</p>	
<p>Speak clearly, including use of appropriate tone and inflection;</p>	
<p>Children will moderate volume, speaking so that their words will be understood by peers and adults.</p>	<p>Language and Literacy 8 Communication 8.2.F Speaks in sentences. Speaks audibly.</p>
<p>Use multiple-word sentences or phrases to describe ideas, feelings and actions;</p>	
<p>Children will use several sentences, with at least five words in each sentence, to respond to a question or express ideas, thoughts and feelings.</p>	<p>Language and Literacy 8 Communication 8.1.G Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.</p>
<p>Speak to initiate a conversation or enter into a play situation;</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Children will use language to engage in conversation by making statements or by asking questions.	<p>Language and Literacy 8 Communication 8.1.D,E Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges.</p>
Speak for a variety of other purposes.	
Children use language to retell stories and experiences, make up stories, describe, ask questions, get information and ask for assistance.	<p>Language and Literacy 8 Communication 8.1.C-G Communicates ideas. 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.</p>
Preschool programs will provide children with opportunities to listen with understanding to directions, conversations and stories.	
Demonstrate understanding of basic conversational vocabulary;	
Children will respond to their names, requests for action or information, and follow two-step directions.	<p>Language and Literacy 7 Listening Comprehension 7.1 Comprehends spoken language 7.2 Follows verbal directions</p>
Demonstrate understanding of messages in conversation;	
Children will attend to conversation and indicate understanding by their behavior.	<p>Language and Literacy 7 Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately.</p>
Retell information from a story.	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>After listening to a story, children will retell the basic story line and will recall characters and location.</p>	<p>Language and Literacy 13 Reading Comprehension 13.2.E Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>
<p>Preschool programs will provide children with opportunities to exhibit interest in reading.</p>	
<p>Show independent interest in reading-related activities;</p>	
<p>Children will choose to read a book or engage in reading-related activities during learning-center time.</p>	<p>Social and Emotional Development 1 Self Concept 1.1.D Expresses preferences. When given two to three options, chooses his/her most desired option.</p> <p>Language and Literacy 13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>Attend to a story;</p>	
<p>Children will listen with interest to a story read or told by an adult or another child.</p>	<p>Language and Literacy 7 Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately.</p> <p>Social and Emotional Development 2 Self Direction 2.2.C Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>Demonstrate book awareness;</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Children will hold a book upright, turn pages from the front of the book to the back, and scan pages from top to bottom and left to right.	Language and Literacy 11 Concepts of Print 11.1 Demonstrates print knowledge
Recognize matching sounds and some printed letters;	
Children will begin to become aware of the connection between letters and sounds.	Language and Literacy 12 Letter/Word Recognition 12.2 Makes letter-sound connections
Recognize several printed words.	
Children will name several words that are familiar to them in their environment.	Language and Literacy 12 Letter/Word Recognition 12.1 Identifies letters and words
Preschool programs will provide children with opportunities to use different forms of writing such as drawing, letter-like forms, invented spelling and conventional forms.	
Use symbols or drawings to express thoughts, feelings and ideas;	
Children will draw or “write” about their experiences.	Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Print or copy their first name;	
Children will use a sample or will independently print their first name.	Language and Literacy 14 Emergent Writing 14.1.E Writes name, words and sentences. Prints first name. Copies print. Uses inventive spelling.
Use letter-like approximations to write words or ideas.	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

Children will develop an awareness of letters and the connection between oral language and writing. They will “write” words on paper without a sense of top or bottom, left to right or letter order in a word. Children may also use letter or word stamps, a computer or a typewriter.

Language and Literacy

14 Emergent Writing

14.1.E Writes name, words and sentences. 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.

Creative Expression/Aesthetic

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Creative Expression/Aesthetic Development</p>	
<p>Preschool programs will provide children with opportunities to exhibit curiosity about and explore how materials function and affect the senses.</p>	
<p>Use a variety of art materials and activities for sensory experience and explanation;</p>	
<p>Children will experiment with different ways to use art materials. Children will experience materials of different textures and smells.</p>	<p><u>Creative Development</u> 32 Visual Arts 32.1.C–F Develops artistic techniques. 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 technique using a given tool or medium.</p>
<p>Elect to use the art media.</p>	
<p>During learning center or choice time, children will choose to engage in a creative art activity.</p>	<p><u>Social and Emotional Development</u> 1 Self Concept 1.1.D Expresses preferences. When given two to three options, chooses his/her most desired option.</p> <p><u>Creative Development</u> 32 Visual Arts 32.2 Expresses through visual arts</p>

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Preschool programs will provide children with opportunities to create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) works that express or represent experiences, ideas, feelings and fantasy using various media.</p>	
<p>Demonstrate the ability to represent experiences, thoughts and ideas using several art forms;</p>	
<p>Children will select different art materials (e.g., tempera paints, items for collages, markers, wood) to represent thoughts, ideas and experiences, using a few details.</p>	<p><u>Creative Development</u> 32 Visual Arts 32.1.C–F Develops artistic techniques. 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 technique using a given tool or medium.</p>
<p>Use a variety of visual art media for self-expression.</p>	
<p>Children will select different media to express emotions and ideas.</p>	<p><u>Creative Development</u> 32 Visual Arts 32.1.C–F Develops artistic techniques. 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 technique using a given tool or medium. 32.2.F,G Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art to express ideas, thoughts and feelings.</p>
<p>Preschool programs will provide children with opportunities to represent fantasy and real-life experiences through pretend play.</p>	
<p>Assume the role of someone or something else and talk in the language/tone appropriate for that person or thing;</p>	<p><u>Creative Development</u> 33 Drama 33.1.D Participates in dramatic play. Plays a role in group dramatic play.</p>
<p>Engage in cooperative pretend play with another child.</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>A child will take on a role in pretend play, interact with another child who is also in a pretend role, and will engage in a play sequence.</p>	<p><u>Creative Development</u> 33 Drama 33.1.D,E,F Participates in dramatic play. 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</p>
<p>Preschool programs will provide children with opportunities to engage in musical and creative movement activities.</p>	
<p>Participate in group musical experiences, which may include listening to music, singing songs, doing finger plays and using musical instruments;</p>	
<p>Children will willingly participate in singing songs, finger plays, musical games and other musical activities.</p>	<p><u>Creative Development</u> 30 Music 30.1.D,E Develops rhythm and tone. 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.</p>
<p>Initiate the singing of songs, finger plays, the use of musical instruments or the use of tapes or compact discs;</p>	
<p>Children will select musical instruments or use tape recorders during learning center time. They will spontaneously sing songs.</p>	<p><u>Social and Emotional Development</u> 1 Self Concept 1.1.D Expresses preferences. When given two to three options, chooses his/her most desired option.</p> <p><u>Creative Development</u> 30 Music 30.2.D,E Expresses through music. Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.</p>
<p>Participate in creative movement and dance.</p>	

The Connecticut Framework

Developmental Continuum of the Experience Early Learning Skills

<p>Children will engage in a variety of movement and dance activities individually and in a group.</p>	<p><u>Creative Development</u> 31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>Preschool programs will provide children with opportunities to describe or respond to their own creative work or the creative work of others;</p>	
<p>Use oral language to explain or describe or ask questions about a work of art;</p>	
<p>When asked “Can you tell me about your picture?”, children will describe the drawing or painting. When asked “What do you think this picture is about?”, children will give an explanation.</p>	<p><u>Creative Development</u> 32 Visual Arts 32.2.F,H Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how s/he chose specific materials and techniques.</p>
<p>Express interest in and show appreciation for the creative work of others.</p>	
<p>Children will respond in various ways to the creative work of others, e.g., through body language, facial expression or oral language.</p>	<p><u>Creative Development</u> 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.C Expresses preferences. Expresses likes and dislikes.</p>



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.										
<div style="display: flex; justify-content: space-between; width: 100%;"> Infant Toddler Preschool Pre-Primary Primary </div>										
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.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal responses.	Anticipates an emotional response that may result from a given situation.
	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. Stocks 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	Responds to possible dangers in environment and avoids them when prompted.	Expresses distress when needs are not met.	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
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 toys 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 increasingly complex linguistic structures in target language with minimal grammatical errors.	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
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.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	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 thousand, 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.	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.
	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 upside 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.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		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.	Names influential people and events that have impacted familiar 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 or 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 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 how matter changes 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 purposefully. 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.		

© 2013 Experience Early Learning Co.