



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

Maine Early Childhood Learning Guidelines – Prekindergarten

# 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](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 Maine Early Childhood Guidelines with the Developmental Continuum of the Experience Early Learning Skills.

## Additional Learning Goals

In addition to the Pre-Kindergarten early learning standards for the Maine, Mother Goose Time also reinforces the following skills:

- 17.1 Flips and rotates objects
- 22.1 Understands citizenship
- 27.2 Explores forces and motion
- 28.1 Identifies weather and climates
- 30.2 Expresses through music

For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).

## Personal and Social Development

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the  
Experience Early Learning Skills

Personal and Social Development	
A) Self Control	
Seeks adult help when needed for emotional support	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.D Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses with reminders</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C Solves problems.</b> Recognizes a problem and asks for help.</p>
Demonstrates increasing competency in recognizing own and others' emotions	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.G Expresses preference.</b> Predicts how self and others might feel in a variety of situations and explains why.  <b>1.3.D Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses with reminders</p> <p><b>3 Social Relationships</b>  <b>3.3.D,F Cares for and responds to others.</b> Explains a reasons why someone may be happy or sad. Identifies feelings of others and responds accordingly.</p>

<p>Demonstrates increasing competency in describing own and others' emotions</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.G Expresses preference.</b> Predicts how self and others might feel in a variety of situations and explains why. <b>1.3.F Identifies and manages feelings.</b> Identifies and explains personal feelings. Describes appropriate responses.</p> <p><b>3 Social Relationships</b>  <b>3.3.D,F Cares for and responds to others.</b> Explains a reasons why someone may be happy or sad. Identifies feelings of others and responds accordingly.</p>
<p>Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.E,G Expresses preference.</b> Describes preferences of self and others. Predicts how self and others might feel in a variety of situations and explains why.  <b>1.2.F,G Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others' personal space and belongings.  <b>1.3.E,F,G Identifies and manages feelings.</b> 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.</p>
<p>Demonstrates increasing capacity to follow rules and routines</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.C,D Follows rules and routines.</b> With prompting, follows rules and routines. Follows rules and routines; expresses feelings about fairness.</p>
<p>Uses materials and equipment purposefully, safely, and respectfully</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.F,G Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others' personal space and belongings.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p>
<p>B) Self Concept</p>	

<p>Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights (e.g., makes choices during the day based on personal interests)</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D,E Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option. Describes preferences of self and others.</p>
<p>Separates from family to participate in early education setting</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D Builds positive relationships.</b> Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p>
<p>Increases ability to adjust to new situations</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.3.D,E Transitions and adapts.</b> Recognizes when the typical routine is not followed and identifies the change. With support, negotiates ways to handle non-routine transitions.</p>
<p>Explores and experiments with new interests</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D Expresses preference.</b> Expresses likes and dislikes. When given two to three options, chooses his/her most desired option.  <b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
<p>Develops a growing understanding of how own actions affect others</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.G Expresses preferences.</b> Predicts how self and others might feel in a variety of situations and explains why.  <b>1.3.G Identifies and manages feelings.</b> Anticipates and emotional response that may result from a given situation.   <b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.B Solves problems.</b> Experiments with cause and effect.</p>

<p>Begins to accept the consequences of own actions</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D-G Follows rules and routines.</b> Follows rules and routines. Expresses feelings about fairness. Explores personal limits. Identifies when others 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.</p>
<p>Expresses pride in accomplishments</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.E Takes responsibility.</b> Independently completes a familiar activity and offers to help others with a similar activity.  <b>1.3.B Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures.</p>
<p>C) Social Competence</p>	
<p>Demonstrates an understanding of and follows through with basic responsibilities (e.g., dressing, cleanup)</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.B,C Follows rules and routines.</b> Cooperates during familiar routines and redirection. With prompting, follows rules and routines.</p> <p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.1.C,D Identifies basic needs.</b> Describes basic personal needs. Meets most personal needs independently.</p>
<p>Interacts appropriately with familiar adult(s)</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.B,C Builds positive relationships.</b> Greets and stays near familiar people. Plays side-by-side with a new or familiar person.</p>

<p>Interacts with one or more children</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D,E Builds positive relationships.</b> 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.  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>
<p>Interacts respectfully and cooperatively with adults and peers</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.G Takes responsibility.</b> Shows respect for others’ personal space and belongings.  <b>3 Social Relationships</b>  <b>3.2.D,E Cooperates.</b> Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p>
<p>Increases abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing, and discussing)</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D-G Cooperates.</b> 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.</p>
<p>Listens with interest and understanding to directions</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.  <b>7.2 Follows verbal directions</b></p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2 Maintains attention</b></p>

<p>Listens with interest and understanding during conversations</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,F Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.</p> <p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2 Maintains attention</b></p>
<p>Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D-G Cooperates.</b> Plays cooperatively with others and begins to share. Seeks out opportunities to help others. Suggests solutions to group problems or challenges.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences.</p>
<p>Demonstrates some understanding of others' rights, uniqueness, and individuality</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.H Expresses preferences.</b> Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>

## Approaches to Learning

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the  
Experience Early Learning Skills

Approaches to Learning	
A) Initiative and Curiosity	
Expresses (verbally or nonverbally) an eagerness to participate in and learn about a widening range of topics, ideas, and tasks	<p><b><u>Social and Emotional Development</u></b>  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
Finds more than one solution to a question, task, or problem	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p>

<p>Approaches tasks and activities with increasing flexibility, imagination, and inventiveness</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p>
<p>Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D,E Builds positive relationships.</b> Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p> <p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1 Participates in dramatic play.</b> Uses words, actions and props to pretend.</p>
<p>Participates in an increasing variety of tasks and activities</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p><b>3 Social Relationships</b>  <b>3.1.D,E Builds positive relationships.</b> Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
<p>B) Persistence and Reflection</p>	

<p>Persists in and completes an increasing variety of tasks, activities, projects, and experiences</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C,D Maintains attention.</b> 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.</p>
<p>Sets goals, develops plans, and completes tasks</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C,D Maintains attention.</b> 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.</p> <p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.2.E Expresses through visual arts.</b> Plans and seeks out materials to make a creation.</p>
<p>Demonstrates a capacity to maintain concentration for a meaningful period of time on a task, set of directions, or interactions, despite distractions and interruptions</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C-F Maintains attention.</b> 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 to ten minutes, persisting even if there are problems or distractions.</p>
<p>Applies prior experiences, senses, and knowledge to new learning situations</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.G Evaluates and infers.</b> Uses prior knowledge and gathered information to make simple inferences.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.E Solves problems.</b> Uses previous knowledge to determine which solution to try first when solving a problem.</p>

<p>Considers and implements different approaches to carrying out a task</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem.</p>
<p>Alters approach to tasks when initial approach does not work</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D Solves problems.</b> Tries out many possible solutions to a problem.</p>
<p>Recognizes and solves problems independently through trial and error and by interacting with peers and adults</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.B,C,D Solves problems.</b> Experiments with cause and effect. Recognizes a problem and asks for help. Tries out many possible solutions to a problem.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D,E,F Cooperates.</b> 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>Seeks help appropriately from another child or an adult when encountering a problem</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C Solves problems.</b> Recognizes a problem and asks for help</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C Takes responsibility.</b> Asserts a desire to start or end an activity. Asks for help.</p>

<p>Discusses or documents important aspects of an experience and identifies what was learned</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.D,E Observes and experiments.</b> Observes and describes actions or changes that occur to familiar objects and people. Records observations by drawing.  <b>25.3.C,D,F Evaluates and infers.</b> Shares discoveries with others. Describes and compares observations. Uses information and observations to verify a prediction.</p>
<p>Demonstrates new understanding by changing his/her approach and/or behavior</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.D,E,F Solves problems.</b> 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.</p>

## Creative Arts

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the  
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Creative Arts	
Participating with increasing interest and enjoyment in a variety of music, movement, visual arts, drama activities (e.g., singing, finger plays, easel painting, and dramatic play)	
Moves in time to music	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C,D Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns.</p> <p><b>31 Dance and Movement</b>  <b>3.1.1.B,D Develops dance and movement techniques.</b> Sways or bounces to music. Moves to the beat of a song.</p>
Shows increasing ability in keeping/ moving in time to different patterns of beat and rhythm in music	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.C,D,E Develops rhythm and tone.</b> Claps to beat. Claps along to simple rhythm patterns. Repeats simple rhythm patterns.</p> <p><b>31 Dance and Movement</b>  <b>3.1.1.D,E,F Develops dance and movement techniques.</b> Sways or bounces to music. Moves to the beat of a song. Follows a leader to perform a simple movement pattern. Recalls a simple movement pattern and performs in individually or in a group.</p>
Uses different art media and materials	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.C,D Develops artistic techniques.</b> Explores a variety of artistic tools and media. Chooses an object or art tool to use with a given medium for a desired effect.</p>

<p>Progresses in abilities to create drawings, paintings, and other art creations that reflect more detail, creativity, and/or realism</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.D,E Develops artistic techniques.</b> 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.  <b>32.2.E,F Expresses through visual arts.</b> Plans and seeks out materials to make a creation. Creates art to represent an idea or object.</p>
<p>Identifies shapes, textures, and colors</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six geometric shapes.</p> <p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.D Identifies properties of matter.</b> Describes basic physical properties of objects and materials in the immediate environment.</p>
<p>Tells about and/or role-plays characters from stories, people in own or imagined community, people and events from own or imagined experience</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p> <p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>Uses props to enhance role playing and dramatic play</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.2.C,D,E Uses and creates props.</b> Uses realistic toys as replacements for real objects. 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.</p>

<p>Begins to understand and develop the vocabulary to share opinions about artistic creations and experiences</p>	<p><b><u>Language and Literacy</u></b> <b>9 Vocabulary</b> <b>9.1.E,F Builds vocabulary.</b> Includes new and technical words in everyday conversations. Uses new or technical words learned in conversations or through reading.</p> <p><b><u>Creative Development</u></b> <b>32 Visual Arts</b> <b>31.1.H Develops artistic techniques.</b> Compares artistic techniques and creations of many artists. <b>32.2.F,H Expresses through visual arts.</b> Creates art to represent an idea or object. Explains how it was made. Creates art and explains how s/he chose specific materials and techniques.</p>
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## Early Language and Literacy

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the  
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Early Language and Literacy	
A) Communicating and Listening	
Asks and answers simple questions about self and family by using learned phrases and recalled vocabulary	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.F Comprehends spoken language.</b> Asks and answers general questions about information or stories shared orally.</p> <p><b>8 Communication</b>  <b>8.1.D Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges.</p>
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,D,E Communicates ideas.</b> 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.  <b>8.2.E Speaks in sentences.</b> Speaks in simple complete sentences. Uses question words in speech.</p>
Communicates clearly enough to be understood by familiar and unfamiliar listeners	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.2.E.F Speaks in sentences.</b> Speaks in simple complete sentences. Speaks audibly.</p>
Uses an increasingly complex and varied spoken vocabulary	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.E,F Builds vocabulary.</b> Includes new and technical words in everyday conversations. Uses new or technical words learned in conversations or through reading.</p>

<p>Progresses in listening to and understanding the English language while maintaining home language, when the two are not the same</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1 Comprehends spoken language.</b></p> <p><b><u>Second Language Acquisition</u></b>  <b>35.1 Demonstrates comprehension of target language.</b></p>
<p>Demonstrates increased proficiency in home and English languages (English Language Learner)</p>	<p><b><u>Second Language Acquisition</u></b>  <b>34 Approach to Second Language Acquisition</b>  <b>34.1 Participates using target language.</b>  <b>34.2 Demonstrates initiative with target language.</b></p> <p><b>35 Comprehension of Second Language</b>  <b>35.1 Demonstrates comprehension of target language.</b></p> <p><b>36 Communication of Second Language</b>  <b>36.1 Uses target language to communicate.</b></p>
<p>B) Book Knowledge and Appreciation</p>	
<p>Seeks out and enjoys experiences with pictures, books, and other print materials</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C Expresses preference.</b> Expresses likes and dislikes.  <b>1.2.C Takes responsibility.</b> Asserts a desire to start or end an activity.</p> <p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.</p>

<p>Handles and cares for books</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.A,B Demonstrates print knowledge.</b> Looks or points to pictures and opens/closes books. Turns pages from front to back of book.</p> <p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.F,G Takes responsibility.</b> Takes care of own needs and personal belongings. Shows respect for others’ personal space and belongings.</p>
<p>Listens to and communicates information about favorite books</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C Expresses preference.</b> Expresses likes and dislikes.</p> <p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.C,D Responds to text.</b> Talks about pictures and ideas in familiar stories. Anticipates what comes next in familiar stories. Expresses likes and dislikes within the story.</p>
<p>Knows that books provide information about the world</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F,G Demonstrates print knowledge.</b> Recognizes common types of text (poem, storybook, fact book). Explains the difference between books that tell stories and those that give information.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.E,G Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life. Makes many tex-to-text, -self, and -world connections</p>

<p>Understands that a book has a title, author and illustrator</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.C,F Demonstrates print knowledge.</b> Identifies the front/back and top/bottom of a book. Names author and illustrator.</p>
<p>Knows to view one page at a time in sequence from front to back</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.B,C,D Demonstrates print knowledge.</b> 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. Follows the direction of text.</p>
<p>Incorporates some literacy activities into dramatic play</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>C) Comprehension</p>	
<p>Identifies objects from books</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C Retells, asks and answers questions.</b> Answers “What...?” questions about stories and books.</p>
<p>Retells information from a story</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.D,E Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells portions of a story.</p>
<p>Demonstrates understanding of basic plots of simple stories in a variety of ways (e.g., retelling, role play, illustrating, responding to questions)</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.D,E,F Retells, asks and answers questions.</b> 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. Retells major events of a story in sequence.</p>

<p>Makes reasonable predictions about what will happen next or how things might have turned out differently in a story</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.D,H Responds to text.</b> Anticipates what comes next in familiar stories. Evaluates text based on content, personal experiences and knowledge of the world.</p>
<p>Makes observations about the use of words and pictures</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.</p>
<p>Understands the main idea of simple information</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.F,H Retells, asks and answers questions.</b> Retells major events of a story. Summarizes texts and their messages.</p>
<p>D) Sounds in Spoken Language</p>	
<p>Recites simple poems or nursery rhymes</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.2.B Identifies rhyme and alliteration.</b> Repeats the last word in familiar rhymes when prompted.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B Expresses through music.</b> Repeats words in familiar songs and attempts to sing.</p>

<p>Develops an awareness of word sounds and rhythms of language</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.C Hears small units of sound.</b> Shows and awareness of separate words in spoken language.  <b>10.2.C Identifies rhyme and alliteration.</b> Suggests a rhyming word with in a poem or song.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B,C Develops rhythm and done.</b> Responds to changes in sound, rhythm, volume or melody. Recognizes the difference between a singing and speaking voice.</p>
<p>Knows that different words can begin with the same sound</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.D Hears small units of sound.</b> Identifies words that have a similar beginning sound.</p>
<p>Recognizes that sounds are associated with letters of the alphabet and that they form words</p>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.2.E Makes letter-sound connections.</b> Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.</p>
<p>Recognizes characteristic sounds and rhythms of language, including the relationship between sounds and letters</p>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.B,C Hears small units of sound.</b> Imitates sounds and tones. Shows and awareness of separate words in spoken language.</p> <p><b>12 Letter/Word Recognition</b>  <b>12.2.E Makes letter-sound connections.</b> Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B,C Develops rhythm and done.</b> Responds to changes in sound, rhythm, volume or melody. Recognizes the difference between a singing and speaking voice.</p>

E) Print Concepts	
Recognizes own written name	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.D Identifies letters and words.</b> Recognizes some common words in print such as his/her name, mom, dad or stop.</p>
Identifies some labels and signs	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.D Identifies letters and words.</b> Recognizes some common words in print such as his/her name, mom, dad or stop.</p>
Recognizes that letters are grouped to form words.	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.2.E Makes letter-sound connections.</b> Recognizes that letters make up words.</p>
F) Alphabet Knowledge	
Identifies some letters of the alphabet	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.2.E Makes letter-sound connections.</b> Identifies twelve to fifteen letters and their sounds.</p>
G) Early Writing	
Tells about experiences and discoveries, both orally and in writing, which could include child’s own invented, emergent writing	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,E Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Tells stories and engages in simple conversations through multiple exchanges.</p> <p><b>14 Emergent Writing</b>  <b>14.2.E Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>

<p>Experiments with growing variety of writing tools, materials, and resources, including adaptive communication and writing devices</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.A Expresses through writing.</b> Explores writing materials.</p> <p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2 Uses drawing/writing tools.</b></p> <p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.D,E Explores technology.</b> Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Copies or prints own name</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.E Writes name, words and sentences.</b> Prints first name. Copies print.</p>
<p>Engages in writing using letter-like symbols to make letters or words</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.1.C,D Writes name, words and sentences.</b> 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.</p>

## Health and Physical Education

### Maine Early Childhood Learning Guidelines - Pre-Kindergarten

### Developmental Continuum of the Experience Early Learning Skills

Health and Physical Education	
A) Healthy Habits	
Makes known health-related needs and/or interests and considers possible options	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.B-F Makes healthy food and exercise choices.</b> Communicates when hungry, thirsty or tired. Anticipates the need to eat, rest and drink. Follows a routine of rest and active play. Chooses between two appropriate food options or rest options. Regulates personal needs for nutrition, activity and rest with few reminders.  <b>6.2.D,F Practices good hygiene.</b> Describes how s/he feels and the location of pain. When feeling, sick, describes symptoms.</p>
Uses basic personal hygiene practices and understands that those practices help to maintain good health	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C,D Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines. Regulates toileting and hand-washing needs.</p>
Tries a variety of nutritious foods and knows the difference between healthful foods and those with little nutritional value	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.E,F Makes healthy food and exercise choices.</b> Chooses between two appropriate food options or rest options. Identifies food that is nutritious.</p>
Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.D Makes healthy food and exercise choices.</b> Follows a routine of rest and active play.</p>

<p>Practices safety skills for different situations</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.F Demonstrates safe practices.</b> Applies general safety rules to a variety of situations with little prompting.</p>
<p>Links particular community helpers with given situations/needs</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.E Identifies community and family roles.</b> Identifies roles of self and others and describes the job each may do.</p>
<p>B) Gross and Fine Motor Skills</p>	
<p>Moves with an awareness of personal space in relationship to others</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.C Develops dance and movement techniques.</b> Explores personal space and direction.</p>
<p>Demonstrates progress with non-locomotor skills</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, catches, etc.</p> <p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Describes and demonstrates multiple ways to move body parts.</p>
<p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, leaps, etc.</p>
<p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, catches, etc.</p>

<p>Makes successful transitions between sequential motor skills</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.2.E,F Coordinates large movements.</b> Coordinates multiple movements in simple sequences. Changes direction and speed of movement.</p> <p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.E Develops dance and movement techniques.</b> Follows a leader to perform a simple movement pattern.</p>
<p>Demonstrates cooperative skills (following rules, taking turns, sharing equipment, etc.) while participating in physical activities</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D Follows rules and routines.</b> Follows rules and routines. Expresses feelings about fairness.</p> <p><b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>
<p>Grows in eye-hand coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1 Controls small movements.</b> Opens, closes, twists, pulls, snips, strings. cuts, buttons, zips, buckles, laces, ties, dresses, threads, stacks, etc.</p>
<p>Develops increasing strength, dexterity, and control needed to use tools (e.g., scissors, paper punch, and stapler)</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1 Controls small movements.</b> Opens, closes, twists, pulls, snips, strings. cuts, buttons, zips, buckles, laces, ties, dresses, threads, stacks, etc.</p>
<p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of adaptive technology as needed</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2 Uses drawing/writing tools.</b></p> <p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1 Explores technology.</b></p>

Uses standard and/or adaptive early childhood motor equipment safely and appropriately

**Physical Development**

**6 Health and Safety**

**6.3.C,F Demonstrates safe practices.** Follows simple safety rules. Applies general safety rules to a variety of situations with little prompting.

## Mathematics

### Maine Early Childhood Learning Guidelines - Pre-Kindergarten

### Developmental Continuum of the Experience Early Learning Skills

Mathematics	
A) Numbers and Number Sense	
Demonstrates an increasing ability to count in sequence to 10 and beyond	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.D,E,F Counts to determine quantity.</b> Counts up to ten objects. Counts up to twenty objects. Counts to one hundred by ones and tens. Counts forward from a given number.</p>
Matches a number of objects with written numeral	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1.F Identifies numerals.</b> Identifies and writes numerals to twenty.  <b>15.2.G Counts to determine quantity.</b> Uses manipulatives to group and count units.  <b>15.3.C Understands operations.</b> Creates groups of objects.</p>
Understands that numbers have multiple uses [e.g., measurement, recipes, prices, and ages (self and peers), phone numbers and street numbers]	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.1 Identifies numerals</b>  <b>15.2 Counts to determine quantity</b></p> <p><b>19 Measurement</b>  <b>19.1 Estimates and measures</b>  <b>19.2 Compares and seriates</b></p>

<p>Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.G Counts to determine quantity.</b> Uses manipulatives to group and count units.  <b>15.3.D,E Understands operations.</b> 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.</p>
<p>Identifies positions of objects in a sequence</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.2.D Compares and seriates.</b> Orders multiple objects by one feature. Describes order using first, then and last.</p>
<p>Uses one-to-one correspondence in counting objects and matching groups of objects</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.C,G Counts to determine quantity.</b> Points to one object at a time while counting. Uses manipulatives to group and count units.</p>
<p>Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C,D Matches, sorts and charts.</b> Sorts objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.   <b>19 Measurement</b>  <b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>Demonstrates understanding of concepts whole and part</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.2.C Manipulates parts and wholes.</b> Puts together two to three pieces to create a whole object.</p>
<p>B) Shape and Size</p>	

<p>Builds increasing understanding of directionality, order and position of objects and words such as up, down, inside, outside, next to, in front of, behind, on top of, under</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>17 Spatial Awareness</b>  <b>17.2.C,D,E Determines object location.</b> When prompted, finds or places objects next to, between, in front of, or behind self or behind objects not related to self. Explains the location of an object in relation to another object or person.</p>
<p>Recognizes, names, matches, and sorts simple shapes</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes.</p> <p><b>18 Patterns and Sorting</b>  <b>18.2.C,D Matches, sorts and charts.</b> Sorts objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.</p>
<p>Matches two dimensional geometric shapes</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.D Identifies shapes.</b> Identifies four to six basic geometric shapes.</p> <p><b>18 Patterns and Sorting</b>  <b>18.2.B Matches, sorts and charts.</b> When shown one object, finds a match.</p>
<p>Recognizes and compares objects based on differences in length, volume, weight, width (thick and thin)</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>Uses non-standard units of measurement (e.g., books, hands, blocks) to measure objects</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.1.D Estimates and measures.</b> Uses non-standard measurement tools to estimate approximate size or volume.</p>

<p>Recognizes some basic concepts of time and sequence (e.g., morning, afternoon, yesterday, today, tomorrow, before, after)</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>19 Measurement</b>  <b>19.1.G Estimates and measures.</b> Tells time in hours and half-hours.  <b>19.2.E,F Compares and seriates.</b> Recalls a sequence of events. Orders events in time.</p> <p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.E Describes past events.</b> Uses language of time to describe familiar sequences of events.</p>
<p>Describes simple navigation activities</p>	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.2.A,B,C Uses maps.</b> Navigates within a familiar environment. Finds ways to move around obstacles in a familiar environment. Follows a path.</p>
<p>C) Mathematical Decision-making</p>	
<p>Responds to questions that can be answered with information gained through data analysis</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.G,H Matches, sorts and charts.</b> 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.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.H Evaluates and infers.</b> Evaluates gathered information to explain a scientific phenomenon.</p>
<p>Makes two and three dimensional depictions, such as graphs and charts, of information gathered from immediate surroundings</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.H Matches, sorts and charts.</b> Uses graphs and charts to represent data sorted in up to four categories.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.G Observes and experiments.</b> Records findings in tables, charts or diagrams.</p>

<p>Uses planning to acquire a desired outcome (e.g., selecting appropriate types and quantities of materials)</p>	<p><b><u>Creative Development</u></b>  <b>31 Visual Arts</b>  <b>31.2.E Expresses through visual arts.</b> Plans and seeks out materials to make a creation.</p>
<p>D) Patterns</p>	
<p>Begins to recognize, copy, extend, and create simple patterns (e.g., sounds, objects, shapes)</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.1.D Identifies and creates patterns.</b> Creates and extends two-step patterns.</p>
<p>Matches and sorts objects</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2 Matches, sorts and charts.</b></p>

## Science

### Maine Early Childhood Learning Guidelines - Pre-Kindergarten

### Developmental Continuum of the Experience Early Learning Skills

Science	
A) Scientific Knowledge	
Knows differences between living and non-living things	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.E Classifies organisms.</b> Sorts organisms as living or nonliving and explains why.</p>
Sorts living things by characteristics such as movement, environment or body covering (e.g., hair, feathers, scales)	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.F Classifies organisms.</b> Describes the features of living things and groups them by similar features.</p>
Knows that animals live in different habitats on earth	<p><b>Science</b>  <b>28 Earth Science</b>  <b>28.2.D,E Explores ecosystems.</b> Describes what familiar animals eat and where they live. Describes a habitat and its characteristics.</p>
Knows that living things are made up of different parts	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.F,G Classifies organisms.</b> Describes the features of living things and groups them by similar features. Explains the purpose of specific features for various groups of organisms.</p>
Recognizes that most things are made of parts and that they may not work if parts are missing	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.1.G Identifies basic needs.</b> Describes how an organism’s features and surroundings help it survive.  <b>26.2.F,G Classifies organisms.</b> Describes the features of living things and groups them by similar features. Explains the purpose of specific features for various groups of organisms.</p>

<p>Identifies body parts and knows their functions</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.G Classifies organisms.</b> Explains the purpose of specific features for various groups of organisms.</p> <p><b>Physical Development</b>  <b>6 Health and Safety</b>  <b>6.2.C,D Practices good hygiene.</b> Names body parts. Describes the function of basic body parts.</p>
<p>Knows that plants and animals need food, water, air, and sun to survive</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.1.E,F,G Identifies basic needs.</b> Recognizes that all living things have similar basic needs. Describes how living things attain what they need to survive. Describes how an organisms features and surroundings help it survive.</p>
<p>Shows interest in and discovers relationships and patterns</p>	<p><b>Science</b>  <b>26 Life Science</b>  <b>26.2.H Classifies organisms.</b> Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.</p> <p><b>28 Earth Science</b>  <b>28.2.F,G Explores ecosystems.</b> Describes how living things interact within a particular environment. Explains why organisms within a familiar ecosystem are interdependent.</p>
<p>Expands knowledge of and respect for their environment</p>	<p><b>Science</b>  <b>28 Earth Science</b>  <b>28.2.F,G Explores ecosystems.</b> 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.</p>
<p>B) Scientific Process</p>	

<p>Demonstrates curiosity about the natural environment</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity about scientific phenomenon.</p>
<p>Explores and experiments with different materials, objects and situations</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p>
<p>Asks questions and proposes ways to answer them</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.  <b>25.2.F Observes and experiments.</b> Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>Identifies problems and proposes ways to solve them</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C,D,E Solves problems.</b> 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.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.G Cooperates.</b> Suggests solutions to group problems or challenges.</p>
<p>Makes predictions and tests them</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.E Inquires and predicts.</b> Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.  <b>25.2.F Observes and experiments.</b> Gathers information or experiments to prove/disprove a hypothesis.</p>

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the Experience Early Learning Skills

<p>Observes and discusses changes that occur in their world [e.g., plant growth, colors of foliage, stages of living things (caterpillar/butterfly), night and day, seasons, weather, a new building in the community]</p>	<p><b>Science</b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,D Observes and experiments.</b> 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>Observes and describes the physical properties of objects</p>	<p><b>Science</b>  <b>27 Physical Science</b>  <b>27.1.B,D Identifies properties of matter.</b> Reacts to changes in texture, smell, sound or sight. Describes basic physical properties of objects and materials in the immediate environment.</p>
<p>Observes, describes and investigates changes in materials and cause and effect relationships (e.g., cooking eggs, melting ice, making playdough)</p>	<p><b>Science</b>  <b>27 Physical Science</b>  <b>27.1.B,D,E Identifies properties of matter.</b> Reacts to changes in texture, smell, sound or sight. Describes basic physical properties of objects and materials in the immediate environment. Manipulates matter and observes any physical changes that may occur.</p> <p><b>Mathematics and Reasoning</b>  <b>20 Logic</b>  <b>20.1.B Solves problems.</b> Experiments with cause and effect.</p>
<p>Uses simple tools such as measuring devices to observe differences, similarities, and change</p>	<p><b>Science</b>  <b>29 Technology</b>  <b>29.1.E,F Explores technology.</b> 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.</p> <p><b>Mathematics and Reasoning</b>  <b>19 Measurement</b>  <b>19.1.D,F,G Estimates and measures.</b> Uses non-standard measurement tools to estimate approximate size or volume. Makes logical estimates and uses measurement tools to check estimation. Explains which measurement tool makes the best sense for the object being measured.</p>

<p>Develops growing abilities to collect, describe, and record information through a variety of means including observation, discussion, drawings, maps, and charts</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.E,G Observes and experiments.</b> Records observations by drawing. Records findings in tables, charts or diagrams.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.G,H Matches, sorts and charts.</b> 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.</p>
<p>Makes generalizations or conclusions based on experiences</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.3.G Evaluates and infers.</b> Uses prior knowledge and gathered information to make simple inferences.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.E Solves problems.</b> Uses previous knowledge to determine which solution to try first when solving a problem.</p>

## Social Studies

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the  
Experience Early Learning Skills

Social Studies	
A) Families and Communities	
Develops understanding of self as part of a family, group, community, and culture	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies roles of self and others and describes the job each may do.</p>
Demonstrates a beginning understanding family/non-family	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Describes family members and their relationship to self.</p>
Demonstrates a beginning understanding of the concept of generations	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Describes family members and their relationship to self.</p>
Demonstrates a beginning understanding of past, present, and future	<p><b><u>Social Studies</u></b>  <b>24 History</b>  <b>24.1.E Describes past events.</b> Uses language of time to describe familiar sequences of events.</p>
Understands and discusses why certain responsibilities are important (e.g., cleaning up, caring for pets)	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.E,F Identifies community and family roles.</b> Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.</p>

<p>Demonstrates the knowledge and skills needed to perform particular jobs and tasks</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D,E,F Identifies community and family roles.</b> 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.</p>
<p>Notices and expresses interest in different careers and workers' roles</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D,E,F Identifies community and family roles.</b> 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.</p>
<p>Dramatizes the ways people work and various aspects of their jobs</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
<p>Explores and discusses various ways people communicate, how they travel and how they live/work</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.D,E Explores cultures and traditions.</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures.  <b>21.3.E,F Respects diversity.</b> Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p>
<p>Identifies tools and technology used at home, school, and work</p>	<p><b><u>Science</u></b>  <b>29 Technology</b>  <b>29.1.D,E Explores technology.</b> Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>Demonstrates interest in simple maps and other visuals to describe geographic location, direction, distance, size, and shape</p>	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.2.D,E,G Uses maps.</b> Recognizes symbols and landmarks. Identifies what is represented on a map. Draws pictures of current location. Locates familiar places on maps. Uses cardinal directions to follow and give directions.</p>

<p>Understands that there are other cultures with different languages, foods, art, music, forms of shelter</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.D,E Explores cultures and traditions.</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Begins to learn about other cultures.  <b>21.3.E,F,G Respects diversity.</b> 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.</p>
<p>Appreciates the dress, holidays, and music of a country or region with a different language</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E,F Explores cultures and traditions.</b> Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people.  <b>21.3.E,F,G Respects diversity.</b> 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.</p>
<p>Identifies unique products of another culture such as toys, food, songs, currency, and crafts</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.2.E,F Explores cultures and traditions.</b> Begins to learn about other cultures. Explains the meaning and importance of traditions and customs of other people.  <b>21.3.E,F,G Respects diversity.</b> 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.</p>
<p>Knows and discusses where some products come from</p>	<p><b><u>Social Studies</u></b>  <b>23 Geography</b>  <b>23.1.G,H Identifies types of places.</b> Identifies and describes various types of landforms and natural resources. Explains how the physical features and characteristics of an environment affect how people live.</p>

Maine Early Childhood Learning Guidelines - Pre-Kindergarten

Developmental Continuum of the Experience Early Learning Skills

<p>Understands the basic relationship of money to the purchase of food, shelter, goods, and services</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.2.E,F Understands concepts of trade.</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services.</p>
<p>Demonstrates awareness of the need to protect the natural environment</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.F,G Explores ecosystems.</b> 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.</p>



# 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 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.	Follows rules and routines. Expresses feelings about fairness.	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 oneself 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.	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.	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.	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.

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		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 <b>Mathematics and Reasoning</b>	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 to the hundreds place.	Compares and orders 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 on 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 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.

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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 the 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 changes states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
		27.2 Explains 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 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.	

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