



Alignment of the



Experience Early Learning Skills



with the

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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

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

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

Alignment

This document details the alignment of the Maryland Model for School Readiness: Framework and Standards for Prekindergarten (2009) with the Developmental Continuum of the Experience Early Learning Skills.

A typically developing pre-kindertener will fall between benchmarks D and F on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

Additional Learning Goals

The Maryland Model for School Readiness: Framework and Standards for Prekindergarten (2009) does not encompass these Experience Early Learning Goals:

- 6.2 Practices good hygiene
- 16.2 Manipulates parts and wholes
- 21.3 Respects diversity

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

Work Cited

Maryland State Department of Education. (2009). Maryland Model for School Readiness: Framework and Standards for Prekindergarten (2009) Baltimore, MD. Retrieved from <http://mdk12.org/instruction/ensure/MMSR/MMSRpkFrameworkAndStandards.pdf>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

STANDARD: 1.0 PERSONAL SELF-REGULATIONS: Students will demonstrate effective personal functioning in group settings and as individuals.	
A. Self Concept and Control	
1. Demonstrate healthy confidence <ul style="list-style-type: none"> a. Attempt new play and learning experiences independently b. Know resources are available in the classroom and how to use them 	#1 Self Concept 1.2 Takes responsibility
2. Uses coping skills with help from others <ul style="list-style-type: none"> a. Relate needs, wants, and feelings to others b. Persevere with activities when feeling frustrated 	#1 Self Concept 1.3 Identifies and manages feelings #2 Self Direction 2.3 Transitions and adapts
3. Show self-direction in familiar settings <ul style="list-style-type: none"> a. Make choices with help and pursues tasks with intention b. Care for own belongings with occasional reminders 	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility
4. Follow simple classroom rules and routines with guidance <ul style="list-style-type: none"> a. Generate and follow classroom rules b. Plan routine activities in the classroom with guidance 	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
5. Use classroom materials appropriately <ul style="list-style-type: none"> a. Play with and use materials with appropriate intention and purpose b. Put away classroom materials after use with occasional reminders 	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.1 Follows rules and routines
CONTENT STANDARD: 2.0 SOCIAL SELF-REGULATION: Students will demonstrate effective social functioning in group settings and as individuals	
A. Interactions with Others	
1. Initiate and maintain relationships with peers and adults <ul style="list-style-type: none"> a. Initiate conversation with peers and adults b. Take turns when working in groups with guidance c. Share materials and equipment with guidance d. Seek adult help when solving interaction conflicts 	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>2. Participate cooperatively in group activities</p> <ul style="list-style-type: none"> a. Listen to directions from peers and responds to simple tasks b. Understand rules of group activities with guidance c. Speak of individual contributions and group accomplishments 	<p>#2 Self Direction 2.1 Follows rules and routines</p> <p>#3 Social Relationships 3.2 Cooperates</p> <p>#7 Listening 7.2 Follows verbal directions</p>
<p>3. Show empathy and concern for peers and adults</p> <ul style="list-style-type: none"> a. Understand basic feelings, such as happiness or sadness, as expressed by others verbally or non-verbally b. Care with guidance for peers who are in distress 	<p>#3 Social Relationships 3.1 Builds positive relationships 3.3 Cares for and responds to others</p>
<p>STANDARD: 3.0 APPROACHES TOWARD LEARNING: Students will demonstrate active interest in learning and apply learning and study skills to new tasks.</p>	
<p>A. Approaches Toward Learning</p>	
<p>1. Show eagerness and curiosity as a learner</p> <ul style="list-style-type: none"> a. Demonstrate interest and curiosity in learning new things with guidance b. Ask some questions about new things and experiences c. Speak about new learning experiences 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts</p>
<p>2. Attend to learning tasks with guidance</p> <ul style="list-style-type: none"> a. Manage transitions from one activity to the next with guidance b. Listen to simple directions specific to the tasks c. Complete short-term tasks 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#2 Self Direction 2.2 Maintains attention 2.3 Transitions and adapts</p> <p>#7 Listening 7.2 Follows verbal directions</p>
<p>3. Use some learning strategies when approaching new tasks</p> <ul style="list-style-type: none"> a. Plan and carry out familiar tasks with guidance b. Ask questions to seek ideas for new tasks c. Relate relevant previous experiences to new task 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.3 Evaluates and infers</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>4. Accepts responsibility for learning</p> <ul style="list-style-type: none">a. Put away materials after completing activity or taskb. Participate in classroom activitiesc. Recognize mistakes and asks for help	<p>#1 Self Concept</p> <ul style="list-style-type: none">1.2 Takes responsibility <p>#2 Self Direction</p> <ul style="list-style-type: none">2.1 Follows rules and routines2.2 Maintains attention
--	---

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 1.0 GENERAL READING PROCESSES: PHONEMIC AWARENESS: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</p>	
<p>A. Phonemic Awareness</p>	
<p>1. Discriminate sounds and words a. Tell whether sounds are same or different b. Recognize that letters represent sounds c. Identify and repeat initial sounds in words d. Classify words by initial sounds</p>	<p>#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration</p> <p>#12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter-sound connections</p>
<p>2. Discriminate and produce rhyming words and alliteration a. Repeat rhyming words b. Repeat phrases and sentences with alliteration c. Discriminate rhyming words from non-rhyming words</p>	<p>#10 Phonological Awareness 10.2 Identifies rhyme and alliteration</p>
<p>3. Blend sounds and syllables to form words a. Orally blend syllables into whole words, such as d-o-g=dog; m-e=me</p>	<p>#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration</p>
<p>4. Segment sounds in spoken words and sentences a. Clap words in a sentence b. Identify the initial sound in a word</p>	<p>#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration</p>
<p>B. Phonics</p>	
<p>1. Recognize that letters have corresponding sounds a. Recognize similarities and differences in letter shapes b. Match familiar consonant sounds to appropriate letters, such as m, b, f, t, p</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter-sound connections</p>
<p>2. Decode words in grade level texts a. Identify and name some upper and lower case letters in words, especially those in the student's own name</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

C. Fluency	
<p>1. Engage in imitative reading at an appropriate rate</p> <ul style="list-style-type: none"> a. Listen to models of fluent reading b. Recite nursery rhymes, poems, and finger plays with expression c. Develop beginning sight vocabulary of familiar words, such as first name, color words 	<p>#10 Phonological Awareness 10.2 Identifies rhyme and alliteration</p> <p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
D. Vocabulary	
<p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <ul style="list-style-type: none"> a. Acquire new vocabulary through listening to a variety of texts on a daily basis b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation c. Asks questions about unknown objects and words related to topics discussed d. Listen to and identify the meaning of content-specific vocabulary e. Identify some signs, labels, and environmental print f. Collect and play with favorite words 	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>2. Develop a conceptual understanding of new words</p> <ul style="list-style-type: none"> a. Use words to describe size, color, and shape b. Name common objects shown in pictures 	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>3. Understand, acquire, and use new vocabulary</p> <ul style="list-style-type: none"> a. Use illustrations to find meaning of unknown words b. Use newly learned vocabulary on multiple occasions to reinforce meaning 	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

E. General Reading Comprehension	
<p>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</p> <ul style="list-style-type: none"> a. Understand that speech can be written and read b. Understand that print conveys meaning c. Demonstrate the proper use of a book d. Identify the title of a book e. Demonstrate that text is read from left to right and top to bottom f. Identify pictures, shapes, letters, and numerals 	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>2. Use strategies to prepare for reading (before reading)</p> <ul style="list-style-type: none"> a. Make connections to the text using illustrations/photographs from prior knowledge b. Make predictions by examining the title, cover, illustrations/photographs, and familiar author or topic c. Help set a purpose for reading 	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>3. Use strategies to make meaning from text (during reading)</p> <ul style="list-style-type: none"> a. Use illustrations to construct meaning b. Make and confirm predictions c. Connect events, characters, and actions in stories to specific life experiences 	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>4. Demonstrate understanding of text (after reading)</p> <ul style="list-style-type: none"> a. Recall information from text b. Respond orally to questions c. Respond to text in a variety of ways <ul style="list-style-type: none"> • Retell • Dramatize • Draw d. Review the purpose for reading e. Retell a story as though reading a book 	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.	
A. Comprehension of Informational Text	
<p>1. Develop comprehension skills by reading a variety of informational texts</p> <ul style="list-style-type: none"> a. Listen to nonfiction materials <ul style="list-style-type: none"> • Nonfiction trade books • Magazines • Multimedia resources b. Listen to and read functional documents by following simple oral or rebus directions <ul style="list-style-type: none"> • Recipes • Rules • Signs • Center activities • Labels • Classroom Schedules c. Listen to and use personal interest materials, such as books and magazines 	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>2. Recognize and use text features to facilitate understanding of informational texts</p> <ul style="list-style-type: none"> a. Recognize print features <ul style="list-style-type: none"> • Print size b. Recognize graphic aids <ul style="list-style-type: none"> • Photographs • Drawings • Maps • Graphs • Diagrams 	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
<p>3. Develop knowledge of organizational structure of informational text</p> <ul style="list-style-type: none"> a. Recognize sequential order 	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
<p>4. Determine important ideas and messages in informational text</p> <ul style="list-style-type: none"> a. Retell important facts from a text b. Identify how someone might use the text 	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>5. Evaluate Informational Text</p>	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

CONTENT STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.	
A. Comprehension of Literary Text	
1. Develop comprehension skills by listening to a variety of self-selected and assigned literary texts <ul style="list-style-type: none"> a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities b. Listen to and discuss a variety of different types of fictional literary text, such as stories, poems, nursery rhymes, realistic fiction, and fairy tales 	#7 Listening 7.1 Comprehends spoken language #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
2. Use text features to facilitate understanding of literary texts <ul style="list-style-type: none"> a. Identify and explain how the title contributes to meaning b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning 	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
3. Use elements of narrative texts to facilitate understanding <ul style="list-style-type: none"> a. Identify the beginning and end of a story b. Identify the characters of a story 	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.2 Retells, asks and answers questions
4. Use elements of poetry to facilitate understanding <ul style="list-style-type: none"> a. Identify rhyme, rhythm, and repetition in poems read to them 	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.2 Retells, asks and answers questions
5. Use elements of dramatic text to facilitate understanding <ul style="list-style-type: none"> a. Recognize that a play has characters, dialogue, scenery, and tells a story 	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.2 Retells, asks and answers questions
6. Determine important ideas and messages in literary texts <ul style="list-style-type: none"> a. Retell the story by sequencing the main events b. Identify a personal connection to the text 	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.2 Retells, asks and answers questions

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 4.0 WRITING: Students will compose effective expressive, informational, and persuasive writing.	
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers <ul style="list-style-type: none"> a. Recognize that writing conveys meaning b. Generate ideas by using letter-like shapes, symbols, and letters, dictating words and phrases, and using drawings to represent ideas 	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing
2. Compose oral and visual presentations that express personal ideas <ul style="list-style-type: none"> a. Write to express personal ideas using letter-like shapes, symbols, and letters b. Contribute to a shared writing experience or topic of interest c. Use drawings, letters, or symbols to express personal ideas 	#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences #14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing
3. Identify how language choices in writing and speaking affect thoughts and feelings <ul style="list-style-type: none"> a. Identify and use words to communicate feelings b. Acquire and use new vocabulary 	#8 Communication 8.1 Communicates ideas #9 Vocabulary 9.1 Builds vocabulary #14 Emergent Writing 14.2 Expresses through writing
CONTENT STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of Standard English in speaking and writing.	
A. Grammar	
1. Use grammar concepts and skills that strengthen oral language <ul style="list-style-type: none"> a. Use complete sentences to respond to questions 	#8 Communication 8.2 Speaks in sentences
B. Usage	
1. Comprehend and apply standard English in oral language <ul style="list-style-type: none"> a. Use sentences with subject/verb agreement b. Use correct verb tense 	#7 Listening 7.1 Comprehends spoken language #8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

C. Mechanics	
2. Comprehend basic punctuation and capitalization in written language <ul style="list-style-type: none"> a. Recognize that names begin with a capital letter b. Recognize that space is used to separate words 	#11 Concepts of Print 11.1 Demonstrates print knowledge #14 Emergent Writing 14.1 Writes name, words and sentences
CONTENT STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Demonstrate active listening strategies <ul style="list-style-type: none"> a. Attend to the speaker 	#2 Self Direction 2.2 Maintains attention #7 Listening 7.1 Comprehends spoken language
2. Comprehend and analyze what is heard <ul style="list-style-type: none"> a. Determine a speaker's general purpose b. Identify rhythms and patterns of language, including rhyme and repetition c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge d. Follow a set of two- or three-step directions e. Listen carefully to expand and enrich vocabulary 	#7 Listening 7.1 Comprehends spoken language 7.2 Follows verbal directions
CONTENT STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
A. Speaking	
1. Use organization and delivery strategies <ul style="list-style-type: none"> a. Speak clearly enough to be heard and understood in a variety of settings 	#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences
2. Make oral presentations <ul style="list-style-type: none"> a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories b. Use props in situations, such as show-and-tell 	#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 1.0 KNOWLEDGE OF ALGEBRA, PATTERNS AND/OR FUNCTIONS: Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.	
A. Patterns and Functions	
[No indicator 1]	N / A
2. Identify, copy, and extend non-numeric patterns <ul style="list-style-type: none"> a. Match patterns kinesthetically such as: clap/snap/clap... b. Recognize simple patterns c. Represent simple repeating patterns using no more than 2 different objects, and different actions in the core of the pattern d. Continue a simple pattern e. Create a simple pattern of 2 different objects when given the rule f. Identify patterns in real-world situations 	#18 Patterns and Sorting 18.1 Identifies and creates patterns
B. Expressions, Equations, and Inequalities	
[No indicator 1]	N / A
2. Identify inequalities <ul style="list-style-type: none"> a. Explore relationships by comparing groups of no more than 5 objects to determine more or less 	#15 Number Concepts 15.3 Understands operations #19 Measurement 19.2 Compares and seriates
CONTENT STANDARD 2.0 KNOWLEDGE GEOMETRY - Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.	
A. Plane Geometric Figures	
1. Recognize and use the attributes of plane geometric figures <ul style="list-style-type: none"> a. Sort objects by one attribute such as: shape, color, and size b. Name the attributes of plane figures such as: shape, color, size c. Match triangles, circles, and squares d. Identify triangles, circles, and squares in the environment 	#16 Shapes 16.1 Identifies shapes #18 Patterns and Sorting 18.2 Matches, sorts and charts #19 Measurement 19.2 Compares and seriates

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

B. Solid Geometric Figures	
<ol style="list-style-type: none"> 1. Recognize and use the attributes of solid geometric figures <ol style="list-style-type: none"> a. Sort objects by one attribute such as: size, shape, weight, length b. Find solid figures in the environment 	<p>#16 Shapes 16.1 Identifies shapes</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
C. [There is no C for PreK.]	
D. [There is no D for PreK.]	
E. Transformations	
<ol style="list-style-type: none"> 1. Begin to recognize a transformation <ol style="list-style-type: none"> a. Tell position by using words such as: over, under, above, on, next to, below, beside, behind b. Recognize a slide using concrete materials 	<p>#17 Spatial Awareness 17.1 Flips and rotates objects 17.2 Determines object location</p>
CONTENT STANDARD 3.0: KNOWLEDGE OF MEASUREMENT: Students will identify attributes, units, or systems of measurements or apply a variety of techniques, formulas, tools, or technology for determining measurements.	
A. Measurement Scales	
<ol style="list-style-type: none"> 1. Recognize and use measurement attributes <ol style="list-style-type: none"> a. Demonstrate an understanding of comparative attributes such as: bigger, smaller, longer, shorter, lighter, heavier, shorter, taller, hotter, colder b. Compare and describe objects according to a single attribute 	<p>#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates</p>
B. Measurement Tools	
<ol style="list-style-type: none"> 1. Measure in non-standard units <ol style="list-style-type: none"> a. Measure length of objects b. Explore the capacity of containers c. Explore the weight of objects 	<p>#19 Measurement 19.1 Estimates and measures</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 4.0: KNOWLEDGE OF STATISTICS: Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.</p>	
<p>A. Data Displays</p>	
<p>1. Explore and display data a. Explore data by answering a yes/no question b. Display data on real graphs c. Display data on picture graphs</p>	<p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<p>B. Data Analysis</p>	
<p>1. Analyze data a. Talk about data from real graphs to answer a question such as: Which category has the most?</p>	<p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.3 Evaluates and infers</p>
<p>CONTENT STANDARD 5.0: KNOWLEDGE OF PROBABILITY: Students will use experimental methods or theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.</p>	
<p>[No indicators or objectives]</p>	
<p>CONTENT STANDARD 6: KNOWLEDGE OF NUMBER RELATIONSHIPS OR COMPUTATION: Students will describe, represent, or apply numbers or their relationships or will estimate or compute using mental strategies, paper/pencil, or technology.</p>	
<p>A. Knowledge of Number</p>	
<p>1. Apply knowledge of whole numbers a. Build concept of number b. Show an understanding of quantity c. Construct relationships based on quantity d. Use classroom experiences to indicate same, more, or less e. Count and discuss quantity f. Use concrete materials to build sets 0 to 5 g. Match a numeral to a set 0 to 5 h. Count to 10 i. Use ordinal words to indicate position such as: first, next, last</p>	<p>#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity 15.3 Understands operations</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

<p>CONTENT 7.0 PROCESSES OF MATHEMATICS: Students demonstrate the processes of mathematics by making connections and applying reasoning to solve and to communicate their findings</p>	
<p>A. Problem Solving</p>	
<p>1. Apply a variety of concepts, processes, and skills to solve problems</p> <ul style="list-style-type: none"> a. Identify the question in the problem b. Decide if enough information is present to solve the problem c. Make a plan to solve a problem d. Apply a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation e. Select a strategy, i.e., draw a picture, guess and check, finding a pattern, writing an equation f. Identify alternative ways to solve a problem g. Show that a problem might have multiple solutions or no solution h. Extend the solution of a problem to a new problem situation 	<p>#20 Logic 20.1 Solves problems</p>
<p>B. Reasoning</p>	
<p>1. Justify ideas or solutions with mathematical concepts or proofs</p> <ul style="list-style-type: none"> a. Use inductive or deductive reasoning b. Make or test generalizations c. Support or refute mathematical statements or solutions d. Use methods of proof, i.e., direct, indirect, paragraph, or contradiction 	<p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<p>C. Communication</p>	
<p>1. Present mathematical ideas using words, symbols, visual displays, or technology</p> <ul style="list-style-type: none"> a. Use multiple representations to express concepts or solutions b. Express mathematical ideas orally c. Explain mathematically ideas in written form d. Express solutions using concrete materials e. Express solutions using pictorial, tabular, graphical, or algebraic methods f. Explain solutions in written form g. Ask questions about mathematical ideas or problems h. Give or use feedback to revise mathematical thinking 	<p>#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>#20 Logic 20.1 Solves problems</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

D. Connections	
1. Relate or apply mathematics within the discipline, to other disciplines, and to life <ul style="list-style-type: none"> a. Identify mathematical concepts in relationship to other mathematical concepts b. Identify mathematical concepts in relationship to other disciplines c. Identify mathematical concepts in relationship to life d. Use the relationship among mathematical concepts to learn other mathematical concepts 	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 1.0 SKILLS AND PROCESSES: Students will demonstrate the thinking and acting inherent in the practice of science: Prekindergarten – Grade 2</p>	
<p>A. Constructing Knowledge</p>	
<p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <ul style="list-style-type: none"> a. Describe what can be learned about things by just observing those things carefully and adding information by sometimes doing something to the things and noting what happens. b. Seek information through reading, observation, exploration, and investigations. c. Use tools such as thermometers, magnifiers, rulers, or balances to extend their senses and gather data. d. Explain that when a science investigation is done the way it was done before, we expect to get a very similar result. e. Participate in multiple experiences to verify that science investigations generally work the same way in different places. f. Suggest things that you could do to find answers to questions raised by observing objects and/or phenomena (events such as, water disappearing from the classroom aquarium or a pet's water bowl). g. Use whole numbers and simple, everyday fractions in ordering, counting, identifying, measuring, and describing things and experiences. 	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p> <p>#29 Technology 29.1 Explores technology</p>
<p>B. Applying Evidence and Reasoning</p>	
<p>1. People are more likely to believe your reasoning if you can give good reasons for them</p> <ul style="list-style-type: none"> a. Provide reasons for accepting or rejecting ideas examined. b. Develop reasonable explanations for observations made, investigations completed, and information gained by sharing ideas and listening to others' ideas. c. Explain why it is important to make some fresh observations when people give different descriptions of the same thing. 	<p>#25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

C. Communicating Scientific Information	
<p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask the same question</p> <ol style="list-style-type: none"> Describe things as accurately as possible and compare observations with those of others. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. Draw pictures that correctly portray at least some features of the thing being described and sequence events (seasons, seed growth). Have opportunities to work with a team, share findings with others, and recognize that all team members should reach their own conclusions about what the findings mean. Recognize that everybody can do science and invent things and ideas. 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
D. Technology	
<p>1. Design and make things with simple tools and a variety of materials</p> <ol style="list-style-type: none"> Make something out of paper, cardboard, wood, plastic, metal, or existing objects that can actually be used to perform a task. Recognize that tools are used to do things better or more easily and to do some things that could not otherwise be done at all. Assemble, describe, take apart and reassemble constructions using interlocking blocks, erector sets and the like. Recognize that some kinds of materials are better than others for making any particular thing, for example, materials that are better in some ways (such as stronger and cheaper) may be worse in other ways (such as heavier and harder to cut). Explain that sometimes it is not possible to make or do everything that is designed. 	<p>#27 Physical Science 27.1 Identifies properties of matter</p> <p>#29 Technology 29.1 Explores technology</p>
<p>2. Practice identifying the parts of things and how one part connects to and affects another</p> <ol style="list-style-type: none"> Investigate a variety of objects to identify that most things are made of parts Explain that something may not work if some of its parts are missing. Explain that when parts are put together, they can do things that they couldn't do by themselves. 	<p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p> <p>#29 Technology 29.1 Explores technology</p>
<p>3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble</p> <ol style="list-style-type: none"> Explain that a model of something is different from the real thing but can be used to learn something about the real thing. Realize that one way to describe something is to say how it is like something else. 	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p> <p>#29 Technology 29.1 Explores technology</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

E. History of Science	
1. Recognize that everyone can do science and invent things. a. Investigate and explore science concepts.	#1 Self Concept 1.2 Takes responsibility #25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments
CONTENT STANDARD 2.0 EARTH/SPACE SCIENCE: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.	
A. Materials and Processes That Shape A Planet	
B. Earth History	
[No indicators or objectives for PreK]	N / A
C. Plate Tectonics	
[No indicators or objectives for PreK]	N / A
D. Astronomy	
[No indicators or objectives for PreK]	N / A
E. Interactions of Hydrosphere and Atmosphere	
[No indicator 1]	N / A
2. Describe the weather using observations. a. Observe and describe the weather using their senses. b. Describe qualitative changes in weather such as temperatures, precipitation, wind, etc.	#28 Earth Science 28.1 Identifies weather and climates

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 3.0 LIFE SCIENCE: The students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.</p>	
<p>A. Diversity of Life</p>	
<p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different</p> <ul style="list-style-type: none"> a. Gather information about how some animals are alike in the way they look and in the things they do. b. Gather information about how some plants are alike in the way they look and in the things they do. c. Draw a picture of two animals that look alike (or plants) and of two animals (or plants) that look different and respond to questions that are raised by those who observe the pictures. d. Identify some of the things that all animals do, such as eat, move around and explain how their features (observable parts) help them do these things. 	<p>#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms</p>
<p>B. Cells</p>	
<p>[No indicators or objectives for PreK]</p>	<p>N / A</p>
<p>C. Genetics</p>	
<p>1. Observe, describe and compare different kinds of animals and their offspring</p> <ul style="list-style-type: none"> a. Recognize and describe the similarities and differences among familiar animals and their offspring. b. Describe how offspring are very much, but not exactly, like their parents and like one another c. Arrange illustrations of humans and other animals in developmental sequence from infancy to adult. 	<p>#26 Life Science 26.2 Classifies organisms</p>
<p>D. Evolution</p>	
<p>[No indicators or objectives for PreK]</p>	<p>N / A</p>
<p>E. Flow of Matter and Energy</p>	
<p>[No indicators or objectives for PreK]</p>	<p>N / A</p>
<p>F. Ecology</p>	
<p>[No indicators or objectives for PreK]</p>	<p>N / A</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 4.0 CHEMISTRY: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
A. Structure of Matter	
<p>1. Use evidence from investigations to describe the observable properties of a variety of objects</p> <ul style="list-style-type: none"> a. Examine and describe a variety of familiar objects in terms of the materials from which they are made (clay, cloth, paper, etc). b. Based on data gathered, describe the observable properties of familiar objects (size, shape, color, and texture). 	<p>#27 Physical Science 27.1 Identifies properties of matter</p>
B. Conservation of Matter	
[No indicators or objectives for PreK]	N / A
C. States of Matter	
[No indicators or objectives for PreK]	N / A
D. Physical and Chemical Changes	
[No indicators or objectives for PreK]	N / A
CONTENT STANDARD 5.0 PHYSICS: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur	
A. Mechanics	
[No indicators or objectives for PreK]	N / A
B. Thermodynamics	
[No indicators or objectives for PreK]	N / A
C. Electricity and Magnetism	
[No indicators or objectives for PreK]	N / A
D. Wave Interactions	
[No indicators or objectives for PreK]	N / A

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

CONTENT STANDARD 6.0 ENVIRONMENTAL SCIENCE: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.	
A. Natural Resources and Human Needs	
[No indicators or objectives for PreK]	N / A
B. Environmental Issues	
[No indicators or objectives for PreK]	N / A

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 1.0 POLITICAL SCIENCE: (PreK–3 STANDARD): Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.</p>	
<p>A. The Foundation and Function of Government</p>	
<p>1. Identify the importance of rules a. Generate and follow classroom rules b. Recognize why people have rules at home and at school</p>	<p>#22 Civics and Economics 22.1 Understands citizenship</p>
<p>2. Identify symbols and practices associated with the United States of America a. Recognize symbols such as the American flag b. Recognize the practice of saying the Pledge of Allegiance in school</p>	<p>#22 Civics and Economics 22.1 Understands citizenship</p>
<p>B. Individual and Group Participation in the Political System</p>	
<p>1. Identify people important to the American political system a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations</p>	<p>#22 Civics and Economics 22.1 Understands citizenship</p>
<p>C. Protecting Rights and Maintaining Order</p>	
<p>1. Identify the roles and responsibilities of being a member of the family and school a. Identify roles of family members b. Identify student responsibilities in the classroom c. Identify and discuss rights, responsibilities, and choices in the classroom and family</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#22 Civics and Economics 22.1 Understands citizenship</p>
<p>CONTENT STANDARD 2.0 PEOPLES OF THE NATIONS AND WORLD: (PreK–3 STANDARD): Students will understand how people in Maryland, the United States and around the world are alike and different.</p>	
<p>A. Elements of Culture</p>	
<p>1. Identify themselves as individuals and members of families that have the same human needs as others a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalties, such as recreation, stories, and music b. Use personal experiences, stories, and electronic media to demonstrate understanding that all people need food, clothing, and shelter</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

B. Cultural Diffusion	
[No Indicators or Objectives]	N / A
C. Conflict and Compromise	
<p>1. Identify how groups of people interact</p> <p>a. Identify and demonstrate appropriate social skills, such as listening to others, settling disagreements, and taking turns that help people live, work and play together at home and in school</p>	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#22 Civics and Economics 22.1 Understands citizenship</p>
CONTENT STANDARD 3.0 GEOGRAPHY: (PreK–3 STANDARD): Students will use geographic concepts and processes to understand location and its relationship to human activities	
A. Using Geographic Tools	
<p>1. Recognize that a globe and maps are used to help people locate places</p> <p>a. Recognize that maps are models of places</p> <p>b. Recognize that a globe is a model of Earth</p> <p>c. Make maps by drawing, building with blocks, and playing with clay, puzzles, pictures, and photographs</p>	<p>#23 Geography 23.2 Uses maps</p>
B. Geographic Characteristics of Places and Regions	
<p>1. Recognize that places in the immediate environment have specific physical and human-made features</p> <p>a. Discuss that places have natural/physical features such as mountains, rivers, and hills</p> <p>b. Discuss that places have human-made features, such as streets, buildings, and parks</p>	<p>#23 Geography 23.1 Identifies types of places</p>
C. Movement of People, Goods and Ideas	
<p>1. Identify the role of transportation in the community</p> <p>a. Recognize transportation as a means of traveling from place to place</p> <p>b. Identify ways in which people travel to various places in the community, such as bus, car, and bicycle</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#23 Geography 23.1 Identifies types of places</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>D. Modifying and Adapting the Environment</p>	
<p>1. Describe how people adapt to their immediate environment a. Identify ways people adapt to the environment, such as wearing clothing that is appropriate to the weather</p>	<p>#23 Geography 23.1 Identifies types of places</p> <p>#28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems</p>
<p>CONTENT STANDARD 4.0 ECONOMICS: (PreK–3 STANDARD) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.</p>	
<p>A. Scarcity and Economic Decision-making</p>	
<p>1. Recognize that people have to make choices because of unlimited economic wants a. Identify that goods are things that people make or grow b. Demonstrate the ability to make a choice</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p>
<p>2. Identify that materials/resources are used to make products a. Recognize that workers do jobs in the home and school b. Participate in steps that are followed in making a product, such as a drawing, a block building, and a card for a friend or relative</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p>
<p>3. Explain how technology affects the way people live, work, and play a. Begin to be aware of technology and how it affects daily life, such as different ways to fasten shoes and different appliances to cook food</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p> <p>#29 Technology 29.1 Explores technology</p>
<p>B. Economic Systems and the Role of Government in the Economy</p>	
<p>1. Identify types of local markets a. Identify markets as places where buyers and sellers meet</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#22 Civics and Economics 22.2 Understands concepts of trade</p> <p>#23 Geography 23.1 Identifies types of places</p>
<p>2. Identify how goods are acquired a. Identify that coins and bills are money b. Identify that money is used to buy goods</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 5.0 HISTORY: (PreK–3 STANDARD) Students will use historical thinking skills to understand how individuals and events changed society over time.	
A. Change Over Time	
1. Distinguish among past, present, and future time a. Describe the events of the day (things that have happened in the immediate past, in the present and might happen in the future) using terms, such as morning/afternoon, night/day	#24 History 24.1 Describes past events
CONTENT STANDARD 6.0 SKILLS AND PROCESSES: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	
A. Learn to Read and Construct Meaning about Social Studies	
[No indicators or objectives]	N / A
B. Learn to Write and Communicate Social Studies Understandings	
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade a. Write to express social studies ideas using a variety of forms	#14 Emergent Writing 14.2 Expresses through writing
C. Ask Social Studies Questions	
1. Identify a topic that requires further study a. Identify prior knowledge about the topic b. Pose questions about the topic	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.1 Inquires and predicts
D. Acquire Social Studies Information	
1. Identify primary and secondary sources of information that relate to the topic/ situation/problem being studied a. Gather and read appropriate print sources, such as journals, textbooks, timelines, and trade books	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
E. Organize Social Studies Information	
[No Indicators or Objectives]	N / A

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

F. Analyze Social Studies Information	
[No Indicators or Objectives]	N / A
G. Answer Social Studies Questions	
[No Indicators or Objectives]	N / A

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.</p>	
<p>A. Perceiving and Responding</p>	
<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <ul style="list-style-type: none"> a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines b. Listen for repeated patterns in music c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low d. Explore sounds in selected environments 	<p>#30 Music 30.1 Develops rhythm and tone</p>
<p>2. Experience performance through singing and playing instruments</p> <ul style="list-style-type: none"> a. Sing songs that use the voice in a variety of ways b. Listen to examples of adult male voices, adult female voices, and children’s voices c. Practice “wait and listen” before imitating rhythmic and melodic patterns d. Explore steady beat through singing, speaking, and playing classroom instruments 	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>3. Respond to music through movement</p> <ul style="list-style-type: none"> a. Express music through movement, developing the concept of personal space (“bubble space”) b. Respond to steady beat through locomotor and body movement c. Listen for simple directions or verbal cues in singing games d. Explore a variety of locomotor and non-locomotor movements to show meter 	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>4. Experiment with standard and individually created symbols to represent sounds</p> <ul style="list-style-type: none"> a. Demonstrate mechanics of reading from left to right 	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of music as an essential aspect of history and human experience.</p>	
<p>B. Historical, Cultural, and Social Context</p>	
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <ul style="list-style-type: none"> a. Explore music used in daily living b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures 	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>2. Become acquainted with the roles of music in the lives of people</p> <ul style="list-style-type: none"> a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies 	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone</p>
<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <ul style="list-style-type: none"> a. Explore creative expression through music, dance, creative dramatics, and the visual arts b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting 	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p> <p>#31 Dance and Movement 31.2 Expresses through dance and movement</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <ul style="list-style-type: none"> a. Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version 	<p>#30 Music 30.1 Develops rhythm and tone</p>
<p>STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize musical ideas and sounds creatively.</p>	
<p>C. Creative Expression and Production</p>	
<p>1. Develop the ability to improvise music through experimentation with sound</p> <ul style="list-style-type: none"> a. Experiment with sound patterns through exploration of classroom instruments b. Use the voice to improvise animal and environmental sounds 	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

<p>2. Develop readiness for composing and arranging by experimenting with sound</p> <ul style="list-style-type: none"> a. Explore the use of pictorial representations for sound b. Use body percussion to create sound patterns 	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to make aesthetic judgments.</p>	
<p>D. Aesthetics and Criticism</p>	
<p>1. Evaluate selected musical compositions using established criteria</p> <ul style="list-style-type: none"> a. Listen to a variety of short musical examples (vocal and instrumental) 	<p>#30 Music 30.1 Develops rhythm and tone</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.</p>	
<p>A. Aesthetic Education</p>	
<p>1. Identify and describe observed form a. Identify colors, lines, and shapes found in the environment b. Use colors, lines, and shapes to communicate observed ideas</p>	<p>#16 Shapes 16.1 Identifies shapes</p> <p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>1. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine a. Identify the subject matter of various works of art b. Use color, line, and shape to represent ideas visually from observation, memory, and imagination</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>2. Use the elements of art and principles of design to organize personally meaningful compositions a. Explore color, line, and shape in artworks b. Use color, line, and shape to make artworks</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: AESTHETIC EDUCATION: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences and the environment through visual art.</p>	
<p>B. Historical, Cultural, and Social Context</p>	
<p>1. Determine ways in which works of art express ideas about oneself, other people, places, and events a. Observe works of art and identify ideas expressed by the artists b. Use selected works of art as inspiration to express ideas visually and verbally</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>2. Classify reasons why people create and use art by studying artworks and other sources of information a. Identify and sort artworks by theme b. Describe and share personal artworks</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>3. Differentiate among works by artists representative of different times and cultures a. Identify the subject matter of selected artworks b. Categorize the subject matter of artworks as the same or different</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

<p>4. Compare similarities and differences in the processes used to interpret and express ideas in the visual arts and other disciplines</p> <ul style="list-style-type: none"> a. Identify the visual qualities of works of art and the environment b. Use a variety of visual arts processes to express ideas 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>CONTENT STANDARD 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.</p>	
<p>C. Creative Expression and Production</p>	
<p>1. Create images and forms from observation, memory, and imagination</p> <ul style="list-style-type: none"> a. Explore art media, processes, and techniques b. Manipulate art media, materials and tools safely c. Create artworks that explore the uses of color, line, and shape, to express ideas 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel</p> <ul style="list-style-type: none"> a. Explore ways images communicate ideas b. Identify color, line, and shape in artworks 	<p>#8 Communication 8.1 Communicates ideas</p> <p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.</p>	
<p>D. Criticism and Aesthetics</p>	
<p>1. Develop and apply criteria to evaluate personally created artworks and the artworks of others</p> <ul style="list-style-type: none"> a. Observe and respond to selected artworks 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education: The student will demonstrate the ability to recognize and describe the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.</p>	
<p>A. Aesthetics Education</p>	
<p>1. Describe ways that theatre depicts universal themes and stories a. Listen to and perform nursery rhymes and finger plays b. Explore themes and ideas about people and events through improvisational play c. Explore roles and behaviors associated with different professions</p>	<p>#33 Drama 33.1 Participates in dramatic play</p>
<p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances a. Explore expressive qualities in dance, music, theatre, and visual arts</p>	<p>#30 Music 30.2 Expresses through music</p> <p>#31 Dance and Movement 31.2 Expresses through dance and movement</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS: The students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.</p>	
<p>B. Historical, Cultural, and Social Contexts</p>	
<p>1. Express a broad range of human responses to a variety of stimuli a. Listen to and imitate sounds in the environment b. Sing and move to a variety of traditional children's songs</p>	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience a. Retell familiar stories and create accompaniment using natural and human-made sounds</p>	<p>#33 Drama 33.1 Participates in dramatic play</p>

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

<p>CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	
<p>C. Creative Expression and Production</p>	
<p>1. Use a variety of theatrical elements to communicate ideas and feelings</p> <ul style="list-style-type: none"> a. Pantomime characters from books or rhymes b. Use sound effects, costumes, and properties to enhance the quality of dramatic activities c. Explore the expressive qualities of a variety of locomotor and non-locomotor movements d. Improvise roles and behaviors associated with a variety of animals and professions 	<p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
<p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations</p> <ul style="list-style-type: none"> a. Recognize that a play has characters, dialogue, scenery, and tells a story b. Observe and identify what characters do in a variety of settings c. Imitate the actions of observed characters and objects 	<p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
<p>CONTENT STANDARD: 4.0 AESTHETICS AND CRITICISM: Students will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments.</p>	
<p>D. Aesthetics and Criticism</p>	
<p>1. Identify, analyze and apply criteria to assess individual and group theatre processes</p> <ul style="list-style-type: none"> a. Observe and respond to theatrical experiences 	<p>#33 Drama 33.1 Participates in dramatic play</p>
<p>2. Identify, analyze, and apply criteria to assess dramatic texts and other literature of the theatre</p> <ul style="list-style-type: none"> a. Identify and discuss characters in stories 	<p>#13 Reading Comprehension 13.1 Responds to text</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD: 1.0 PERCEIVING AND RESPONDING: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.	
A. Aesthetic Education	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning <ul style="list-style-type: none"> a. Demonstrate selected locomotor and non-locomotor movements that communicate ideas, thoughts, and feelings b. Combine selected characteristics of the elements of dance using sensory stimuli to create movement, such as body parts and positions; shapes, levels, swinging, fast and slow 	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement <ul style="list-style-type: none"> a. Explore locomotor and non-locomotor movements using kinesthetic awareness b. Respond to prompts related to timing while executing locomotor and non-locomotor movements c. Perform and name selected dance movements d. Reproduce movement demonstrated by the teacher 	#31 Dance and Movement 31.1 Develops dance and movement techniques
3. Respond to dance through observation, experience, and analysis <ul style="list-style-type: none"> a. Apply the language of dance to observed movement b. Explore the uses of dance movements 	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement
CONTENT STANDARD: 2.0 HISTORICAL, CULTURAL, AND SOCIAL CONTEXT: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	
B. Historical, Cultural, and Social Context	
1. Demonstrate knowledge of dances from a variety of cultures <ul style="list-style-type: none"> a. View dances from other cultures b. Perform selected traditional dances from various cultures 	#21 Families and Communities 21.2 Explores cultures and traditions #31 Dance and Movement 31.1 Develops dance and movement techniques
2. Relate dance to history, society and personal experience <ul style="list-style-type: none"> a. View and discuss selected contemporary and representative dance styles from other times and places and label them as old or new b. Create movements that express specific moods 	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement
3. Demonstrate understanding of the relationships between and among dance and other content areas <ul style="list-style-type: none"> a. Explore ways line and shape are used in dance and other content areas 	#31 Dance and Movement 31.1 Develops dance and movement techniques

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 3.0 CREATIVE EXPRESSION AND PRODUCTION: Students will demonstrate the ability to create and perform dance.</p>	
<p>C. Creative Expression and Production</p>	
<p>1. Develop the ability to improvise dance</p> <ul style="list-style-type: none"> a. Improvise movements to communicate ideas and concepts in response to a variety of stimuli b. Use improvisation to link two or more locomotor or non-locomotor movements c. Communicate ideas from stories, poems, or songs using improvisation 	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning</p> <ul style="list-style-type: none"> a. Communicate movement ideas using the elements of dance b. Use dance movement to tell narrative stories c. Demonstrate repetition in movement 	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>3. Develop performance competencies in dance</p> <ul style="list-style-type: none"> a. Recognize how specific performance competencies (maintaining formation, maintaining personal space, entrance and exit) affect dance presentation b. Complete dances from beginning to end 	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>CONTENT STANDARD: 4.0 AESTHETIC CRITICISM: Students will demonstrate the ability to make aesthetic judgments in dance.</p>	
<p>D. Aesthetic Criticism</p>	
<p>1. Identify and apply criteria to evaluate choreography and performance</p> <ul style="list-style-type: none"> a. Recognize and describe locomotor and non-locomotor movements in dance performances b. Recognize selected characteristics of the elements of dance in performances, such as body parts and positions, shapes and levels, and tempo c. Demonstrate audience behaviors that are respectful of the performers 	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD 1.0: EXERCISE PHYSIOLOGY: Students will demonstrate the ability to use scientific principals to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.</p>	
<p>A. Exercise Physiology</p>	
<p>1. Identify and demonstrate the effects of physical activity on the body systems a. Locate the heart beat after vigorous exercise</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>2. Explore the components of the Frequency, Intensity, Type, and Time (FITT) principle using physical activity a. Explore various movements through play</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>3. Explore and identify the components that relate to fitness activities. a. Explore and identify a variety of physical activities</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>4. Investigate the benefits of physical activity a. Identify physical benefits of exercise</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>CONTENT STANDARD: 2.0 BIOMECHANICAL PRINCIPLES: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.</p>	
<p>B. Biomechanical Principles</p>	
<p>1. Experience movement through play a. Show various forms of movement during play</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>2. Experience the concept of balance through play a. Show how to balance</p>	<p>#4 Gross Motor 4.1 Builds strength and balance</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 3.0 SOCIAL PSYCHOLOGICAL PRINCIPLES: Student will demonstrate the ability to use skills essential for developing self- efficacy, fostering a sense of community, and working effectively with others in physical activity settings.</p>	
<p>C. Social Psychological Principles</p>	
<p>1. Develop an understanding of effort and improvement a. Participate in a variety of activities in order to experience effort b. Experience continued success through practice</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>2. Work effectively with others in physical activity settings a. Experience collaborative effort by imitating socially acceptable behaviors. <ul style="list-style-type: none"> • Cooperation • Respect (self, space, others) • Responsibility • Sportsmanship </p>	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.3 Demonstrates safe practices</p>
<p>3. Build relationships to develop a sense of community within the class a. Identify the meaning of the word caring</p>	<p>#3 Social Relationships 3.2 Cooperates 3.3 Cares for and responds to others</p>
<p>CONTENT STANDARD: 4.0 MOTOR LEARNING PRINCIPLES: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.</p>	
<p>D. Motor Learning</p>	
<p>1. Experience a variety of play situations a. Experience a variety of age appropriate activities that include walking, hopping, jumping, etc.</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p>
<p>[No indicators 2-3]</p>	<p>N / A</p>
<p>4. Improve performance through positive feedback a. Use verbal and visual cues to improve personal performance</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

<p>CONTENT STANDARD: 5.0 PHYSICAL ACTIVITY: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.</p>	
<p>[No indicators or objectives]</p>	
<p>CONTENT STANDARD: 6.0 SKILLFULNESS: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skills combinations, combining skills effectively in skill themes, and applying skills.</p>	
<p>E. Skillfulness</p>	
<p>1. Explore and experience fundamental movement skills a. Explore spatial awareness (general and self space, levels, directions, pathways) b. Explore variety of locomotor skills, such as walk, gallop, run, skip, hop, slide, jump, and leap</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p>
<p>2. Develop creative movement skills a. Identify body parts and explore how they move b. Explore shapes through movement (curved, twisted, narrow, and wide)</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>3. Explore and experience skill themes a. Explore throwing at a variety of levels b. Track a self thrown object c. Demonstrate striking a light weight object with different body parts d. Explore balancing on a variety of body parts</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p>

Maryland Model for School Readiness:
Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
Experience Early Learning Skills

CONTENT STANDARD 1.0: MENTAL AND EMOTIONAL HEALTH: Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others.	
F. Mental and Emotional Health	
[No indicators or objectives]	N/ A
CONTENT STANDARD 2.0: ALCOHOL, TOBACCO, AND OTHER DRUGS: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address, the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.	
A. Alcohol, Tobacco, and Other Drugs	
[No indicators or objectives]	N/ A
CONTENT STANDARD 3.0: PERSONAL AND CONSUMER HEALTH: Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources.	
B. Personal and Consumer Health	
[No indicators or objectives]	N/ A
CONTENT STANDARD 4.0: FAMILY LIFE AND HUMAN SEXUALITY: Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and health growth and development throughout the life cycle.	
C. Family Life and Human Sexuality	
[No indicators or objectives]	N/ A
CONTENT STANDARD 5.0: SAFETY AND INJURY PREVENTION: Student will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
A. Safety and Injury Prevention	
1. Recognize how to respond appropriately to emergency situations	#6 Health and Safety 6.3 Demonstrates safe practices
2. Identify how to respond to an emergency (e.g. present different situations) <ul style="list-style-type: none"> • Tell an adult • Call 911 	#6 Health and Safety 6.3 Demonstrates safe practices

Maryland Model for School Readiness:
 Framework and Standards for Prekindergarten (2009)

Developmental Continuum of the
 Experience Early Learning Skills

CONTENT STANDARD 6.0: NUTRITION AND FITNESS: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
B. Nutrition and Fitness	
[No indicators 1–4]	N / A
5. Students will identify the relationship between food and the senses a. Recognize that foods have different tastes. <ul style="list-style-type: none"> • Sweet • Sour • Bitter • Salty 	#6 Health and Safety 6.1 Makes healthy food and exercise choices
[No indicators 6–7]	N / A
8. Tell the relationship between food and health a. Tell why the body needs food <ul style="list-style-type: none"> • Growth 	#6 Health and Safety 6.1 Makes healthy food and exercise choices
CONTENT STANDARD 7.0: DISEASE PREVENTION AND CONTROL: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.	
C. Disease Prevention and Control	
[No indicators or objectives]	N / A

Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

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

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

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency	
Second Language Acquisition	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	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.	

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value 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.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4, 7=5+2).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	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.

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 various specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.	
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.	
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.	
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.	
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
	Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
			30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
31 Dance and Movement		31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body 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.	