



Alignment of the



Experience Early Learning Skills



with the

New York State Prekindergarten Foundation
for the Common Core (2011)

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 New York State Prekindergarten Foundation for the Common Core (2011) 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.

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

Work Cited

University of the State of New York. (2011). New York state prekindergarten foundation for the Common Core. NY: New York State Education Department. Retrieved from http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

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Engagement	
1. Actively and confidently engages in play as a means of exploration and learning.	
a) Interacts with a variety of materials through play.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p> <p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
b) Participates in multiple play activities with same material.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p>
c) Engages in pretend and imaginative play – testing theories, acting out imagination.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
d) Self-selects play activity and demonstrates spontaneity.	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p>
e) Uses “trial and error” method to figure out a task, problem, etc.	<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>

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f) Demonstrates awareness of connections between prior and new knowledge.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
2. Actively engages in problem solving.	
a) Identifies a problem and tries to solve it independently.	#20 Logic 20.1 Solves problems
b) Attempts multiple ways to solve a problem.	#20 Logic 20.1 Solves problems
c) Communicates more than one solution to a problem.	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.3 Evaluates and infers
d) Engages with peers and adults to solve problems.	#3 Social Relationships 3.2 Cooperates #20 Logic 20.1 Solves problems
Creativity and Imagination	
3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.	
a) Choose materials/props and uses novel ways to represent ideas, characters, and objects.	#33 Drama 33.2 Uses and create props
b) Identifies additional materials to complete a task.	#20 Logic 20.1 Solves problems #29 Technology 29.1 Explores technology
c) Experiments and seeks additional clarity to further his/her knowledge.	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers

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d) Seeks additional clarity to further his/her knowledge.	<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>
e) Seeks out connections, relations and assistance from peers and adults to complete a task.	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#20 Logic 20.1 Solves problems</p>
f) Communicates more than one solution to a problem.	<p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.3 Evaluates and infers</p>
Curiosity and Initiative	
4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.	
a) Asks questions using who, what, how, why, when, where, what if.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts</p>
b) Expresses an interest in learning about and discussing a growing range of ideas.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p>
c) Actively explores how things in the world work.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
d) Investigates areas of interest.	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p>

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<p>e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).</p>	<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>f) Seeks out activities and materials that support his/her curiosity.</p>	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p>
<p>g) Willingly engages in new experiences and activities.</p>	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p> <p>#2 Self Direction 2.3 Transitions and adapts</p>
<p>Persistence</p>	
<p>5. Demonstrates persistence.</p>	
<p>a) Maintains focus on a task.</p>	<p>#2 Self Direction 2.2 Maintains attention</p>
<p>b) Seeks assistance when the next step seems unclear or appears too difficult.</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#3 Social Relationships 3.2 Cooperates</p>
<p>c) Modifies strategies used to complete a task.</p>	<p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments</p>

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Physical Development	
1. Uses senses to assist and guide learning.	
a) Identifies, sights, smells, sounds, tastes and textures.	#27 Physical Science 27.1 Identifies properties of matter
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	#19 Measurement 19.2 Compares and seriates #27 Physical Science 27.1 Identifies properties of matter
c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	#8 Communication 8.1 Communicates ideas #9 Vocabulary 9.1 Builds vocabulary #27 Physical Science 27.1 Identifies properties of matter
2. Uses sensory information to plan and carry out movements.	
a) Demonstrates appropriate body awareness when moving in different spaces.	#4 Gross Motor 4.2 Coordinates large movements #5 Fine Motor 5.1 Controls small movements
b) Exhibits appropriate body movements when carrying out a task.	#4 Gross Motor 4.2 Coordinates large movements #5 Fine Motor 5.1 Controls small movements
c) Demonstrates awareness of spatial boundaries and the ability to work within them.	#4 Gross Motor 4.2 Coordinates large movements #5 Fine Motor 5.1 Controls small movements

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3. Demonstrates coordination and control of large muscles.	
a) Displays an upright posture when standing or seated.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
b) Maintains balance during sitting, standing, and movement activities.	#4 Gross Motor 4.1 Builds strength and balance
c) Runs, jumps, walks in a straight line, and hops on one foot.	#4 Gross Motor 4.1 Builds strength and balance
d) Climbs stairs using alternating feet.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	#5 Fine Motor 5.1 Controls small movements #6 Health and Safety 6.2 Practices good hygiene
4. Combines a sequence of large motor skills with and without the use of equipment.	
a) Navigates age appropriate playground equipment.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements #6 Health and Safety 6.3 Demonstrates safe practices
b) Peddles a tricycle.	#4 Gross Motor 4.2 Coordinates large movements
c) Throws, catches or kicks a large, light-weight ball (8"- 10").	#4 Gross Motor 4.2 Coordinates large movements
d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.	
a) Uses pincher grasp (index finger and thumb).	#5 Fine Motor 5.1 Controls small movements

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b) Demonstrates ability to engage in finger plays.	#5 Fine Motor 5.1 Controls small movements
c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.	#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools
d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	#5 Fine Motor 5.1 Controls small movements
e) Uses buttons, zippers, snaps, and hook and loop tape successfully.	#5 Fine Motor 5.1 Controls small movements
Physical Fitness	
6. Engages in variety of physical fitness activities.	
a) Engages in large motor activities, (e.g. marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements #6 Health and Safety 6.1 Makes healthy food and exercise choices
b) Explores practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements #6 Health and Safety 6.1 Makes healthy food and exercise choices
c) Participates in activities designed to strengthen major muscle groups.	#4 Gross Motor 4.1 Builds strength and balances #6 Health and Safety 6.1 Makes healthy food and exercise choices
d) Participates in activities to promote balance and flexibility.	#4 Gross Motor 4.1 Builds strength and balances #6 Health and Safety 6.1 Makes healthy food and exercise choices

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Health and Well Being	
7. Demonstrates personal care and hygiene skills.	
a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	#6 Health and Safety 6.2 Practices good hygiene
b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	#1 Self Concept 1.2 Takes responsibility #6 Health and Safety 6.2 Practices good hygiene
c) Recognizes and communicates when experiencing symptoms of illness.	#1 Self Concept 1.3 Identifies and manages feelings #6 Health and Safety 6.2 Practices good hygiene #8 Communication 8.1 Communicates ideas
8. Demonstrates awareness and understanding of healthy habits.	
a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	#6 Health and Safety 6.1 Makes healthy food and exercise choices
b) Talks about food choices in relationship to allergies and overall health.	#6 Health and Safety 6.1 Makes healthy food and exercise choices
c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	#6 Health and Safety 6.1 Makes healthy food and exercise choices
d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.	#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene #21 Families and Communities 21.1 Identifies community and family roles
Health and Safety	
9. Demonstrates awareness and understanding of safety rules.	
a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.	#6 Health and Safety 6.3 Demonstrates safe practices

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b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	#6 Health and Safety 6.3 Demonstrates safe practices
c) Understands that some practices could be unsafe (e.g. playing with matches, playing near a busy street, not wearing a bike helmet).	#6 Health and Safety 6.3 Demonstrates safe practices
d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	#6 Health and Safety 6.3 Demonstrates safe practices
e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	#6 Health and Safety 6.3 Demonstrates safe practices
f) Explains how to get help in emergency situations.	#6 Health and Safety 6.3 Demonstrates safe practices

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Self Concept and Self Awareness	
1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.	
a) Describes himself/herself using several different characteristics.	#1 Self Concept 1.1 Expresses preference #8 Communication 8.1 Communicates ideas
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	#3 Social Relationships 3.1 Builds positive relationships #21 Families and Communities 21.1 Identifies community and family roles
c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	#1 Self Concept 1.2 Takes responsibility
e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings #3 Social Relationships 3.3 Cares for and responds to others
f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	#1 Self Concept 1.3 Identifies and manages feelings
g) Displays accomplishment, contentment, and acknowledgment when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention

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Self Regulation	
2. Regulates his/her responses to needs, feelings and events.	
a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings
b) Appropriately names types of emotions (e.g. frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	#1 Self Concept 1.3 Identifies and manages feelings
c) Demonstrates an ability to independently modify their behavior in different situations.	#1 Self Concept 1.2 Takes responsibility 1.3 Identifies and manages feelings #2 Self Direction 2.3 Transitions and adapts
Relationships with Others	
3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).	
a) Interacts with significant adults.	#3 Social Relationships 3.1 Builds positive relationships
b) Seeks guidance from primary caregivers, teachers and other familiar adults.	#3 Social Relationships 3.1 Builds positive relationships
c) Transitions into unfamiliar setting with the assistance of familiar adults.	#2 Self Direction 2.3 Transitions and adapts
4. Develops positive relationships with their peers.	
a) Approaches children already engaged in play.	#3 Social Relationships 3.1 Builds positive relationships
b) Interacts with other children (e.g. in play, conversation, etc.).	#3 Social Relationships 3.1 Builds positive relationships
c) Shares materials and toys with other children.	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates
d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates

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e) Develops close friendship with one or more peers.	#3 Social Relationships 3.1 Builds positive relationships
f) Offers support to another child or shows concern when a peer seems distressed.	#3 Social Relationships 3.3 Cares for and responds to others
5. Demonstrates pro-social problem solving skills in social interactions.	
a) Seeks input from others about a problem.	#3 Social Relationships 3.2 Cooperates
b) Uses multiple pro-social strategies to solve conflicts (e.g., trade, take turns, problem solve).	#3 Social Relationships 3.2 Cooperates
c) Uses and accepts compromise, with assistance.	#3 Social Relationships 3.2 Cooperates
Accountability	
6. Understands and follows routines and rules.	
a) Displays an understanding of the purpose of rules.	#2 Self Direction 2.1 Follows rules and routines
b) Engages easily in routines activities (e.g., story time, snack time, circle time).	#2 Self Direction 2.1 Follows rules and routines
c) Uses materials purposefully, safely and respectfully as set by group rules.	#2 Self Direction 2.1 Follows rules and routines
d) With assistance, understands that breaking rules have a consequence.	#2 Self Direction 2.1 Follows rules and routines
e) Applies rules in new, but similar situations.	#2 Self Direction 2.1 Follows rules and routines
f) Demonstrates the ability to create new rules for different situations.	#2 Self Direction 2.1 Follows rules and routines
Adaptability	
7. Adapts to change.	
a) Easily separates himself/herself from parent or caregiver.	#1 Self Concept 1.1 Expresses preference

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<p>b) Transitions with minimal support between routine activities and new/unexpected occurrences.</p>	<p>#2 Self Direction 2.3 Transitions and adapts</p>
<p>c) Adjusts behavior as appropriate for different settings and/or events.</p>	<p>#1 Self Concept 1.3 Identifies and manages feelings</p> <p>#2 Self Direction 2.3 Transitions and adapts</p>
<p>d) Uses multiple adaptive strategies to cope with change (e.g. seeking social support from an adult or peer, taking deep breaths, engaging in another activity).</p>	<p>#2 Self Direction 2.3 Transitions and adapts</p>

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Part A: Approaches to Communication	
Motivation	
1. Demonstrate that they are motivated to communicate.	
a) Participates in small or large group activities for story telling, singing or finger plays.	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
b) Asks questions.	<p>#13 Reading Comprehension 13.1 Responds to text</p>
c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	<p>#7 Listening 7.1 Comprehends spoken language 7.2 Follows verbal directions</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
d) Initiates conversations, both verbally and nonverbally, about things around them.	<p>#8 Communication 8.1 Communicates ideas</p>
e) Nods or gives non verbal cues that he is understanding.	<p>#7 Listening 7.1 Comprehends spoken language</p>
f) Maintains eye contact when trying to interact with a peer or adult.	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).	<p>#8 Communication 8.1 Communicates ideas</p>

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Background Knowledge	
2. Demonstrates he/she is building background knowledge.	
a) Asks questions related to a particular item, event or experience.	#7 Listening 7.1 Comprehends spoken language #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
b) Correctly identifies meaning of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	#7 Listening 7.1 Comprehends spoken language #9 Vocabulary 9.1 Builds vocabulary
c) Uses new vocabulary correctly.	#9 Vocabulary 9.1 Builds vocabulary
d) Makes comparisons to words and concepts already known.	#9 Vocabulary 9.1 Builds vocabulary
Viewing	
3. Demonstrates that he/she understand what they observe.	
a) Uses vocabulary relevant to observations.	#9 Vocabulary 9.1 Builds vocabulary
b) Identifies emotions by observing faces in pictures and faces of peers and adults.	#3 Social Relationships 3.3 Cares for and responds to others
c) Asks questions related to visual texts and observations.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
d) Makes inferences and draws conclusions based on information from visual text.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions

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Representing	
4. Demonstrates his/her ability to express ideas using a variety of methods.	
a) Uses facial expressions, body language, gestures, and sign language to express ideas.	#8 Communication 8.1 Communicates ideas
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	#33 Drama 33.2 Uses and create props
c) Uses visual media to represent an actual experience.	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
d) Reviews and reflects on his/her own representations.	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
e) Writes and draws spontaneously to communicate meaning with peers or adults during play.	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
Vocabulary	
5. Demonstrates a growing receptive vocabulary.	
a) Understands and follows spoken directions.	#7 Listening 7.2 Follows verbal directions
b) Identifies pictures related to words (show me the white dog).	#13 Reading Comprehension 13.2 Retells, asks and answers questions
c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	#7 Listening 7.1 Comprehends spoken language 7.2 Follows verbal directions
d) Identifies meaning of words used in read alouds, in conversation and in descriptions of everyday items in the world around him.	#9 Vocabulary 9.1 Builds vocabulary

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6. Demonstrates a growing expressive vocabulary.	
a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	#3 Social Relationships 3.3 Cares for and responds to others #7 Listening 7.1 Comprehends spoken language #8 Communication 8.1 Communicates ideas
b) Uses more complex words in conversation.	#9 Vocabulary 9.1 Builds vocabulary
c) Makes use of new and rare words introduced by adults or peers.	#9 Vocabulary 9.1 Builds vocabulary
d) Correctly names picture when asked, "What is this?"	#9 Vocabulary 9.1 Builds vocabulary #13 Reading Comprehension 13.2 Retells, asks and answers questions
e) Begins to use appropriate volume and speed so spoken message is understood.	#8 Communication 8.1 Communicates ideas
f) Initiates conversations about a book, situation, event or print in the environment.	#8 Communication 8.1 Communicates ideas #13 Reading Comprehension 13.1 Responds to text
Part B: English Language Arts and Literacy	
Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer about detail(s) in a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
2. With prompting and support, retell familiar stories.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With prompting and support, ask and answer questions about characters and major events in a story.	#13 Reading Comprehension 13.2 Retells, asks and answers questions

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Craft and Structure	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	#9 Vocabulary 9.1 Builds vocabulary
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
6. With prompting and support, can describe the role of an author and illustrator.	#11 Concepts of Print 11.1 Demonstrates print knowledge
Integration and Knowledge of Ideas	
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
8. Not applicable to literature.	N/A
9. With prompting and support, students will compare and contrast two stories relating to the same topic (Mercer Meyer series)	#13 Reading Comprehension 13.1 Responds to text
a) With prompting and support, students will make cultural connections to text and self.	#13 Reading Comprehension 13.1 Responds to text
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	#3 Social Relationships 3.2 Cooperates #13 Reading Comprehension 13.1 Responds to text
Responding to Literature	
1. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	#13 Reading Comprehension 13.1 Responds to text
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about details in a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions

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2. With prompting and support, retell detail(s) in a text.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With prompting and support, describe the connection between two events or pieces of information in a text.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Craft and Structure	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	#9 Vocabulary 9.1 Builds vocabulary
5. Identify the front cover, back cover; displays correct orientation of book, pages turning skills.	#11 Concepts of Print 11.1 Demonstrates print knowledge
6. With prompting and support, can describe the role of an author and illustrator.	#11 Concepts of Print 11.1 Demonstrates print knowledge
Integration and Knowledge of Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
8. Not applicable to prekindergarten.	N/A
9. With prompting and support, identify basic similarities and differences between two texts on the same topic. (e.g., illustrations, descriptions or procedures).	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Range of Reading and Level of Text Complexity	
10. With prompting and support, actively engage in group reading activities with purpose and understanding.	#3 Social Relationships 3.2 Cooperates #13 Reading Comprehension 13.1 Responds to text

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Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a) Follows words from left to right, top to bottom, and page by page.	#11 Concepts of Print 11.1 Demonstrates print knowledge
b) Recognize that spoken words are represented in written language by specific sequences of letters.	#11 Concepts of Print 11.1 Demonstrates print knowledge #12 Letter/Word Recognition 12.2 Makes letter-sound connections
c) Understand that words are separated by spaces in print.	#11 Concepts of Print 11.1 Demonstrates print knowledge
d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.	#12 Letter/Word Recognition 12.1 Identifies letters and words
e) Recognize that letters are grouped to form words.	#12 Letter/Word Recognition 12.1 Identifies letters and words
f) Differentiate letters from numerals.	#12 Letter/Word Recognition 12.1 Identifies letters and words
Phonological Awareness	
2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).	
a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).	#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration
b) Recognize and match words that rhyme.	#10 Phonological Awareness 10.2 Identifies rhyme and alliteration
c) Demonstrate awareness of relationship between sounds and letters.	#12 Letter/Word Recognition 12.2 Makes letter-sound connections
d) With support and prompting, isolate and pronounce the initial sounds in words.	#10 Phonological Awareness 10.1 Hears small units of sound

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Phonics and Word Recognition	
3. Demonstrates emergent phonics and word analysis skills.	
a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	#12 Letter/Word Recognition 12.2 Makes letter-sound connections
b. Recognizes own name and common signs and labels in the environment.	#12 Letter/Word Recognition 12.1 Identifies letters and words
Fluency	
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
Writing Standards	
Text Types and Purposes	
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like...because...)	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
2 With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	#14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts
Production and Distribution of Writing	
4. Not applicable to prekindergarten (begins in grade 3).	N/A
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	#14 Emergent Writing 14.2 Expresses through writing

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<p>6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.</p>	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#29 Technology 29.1 Explores technology</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. With guidance and support, participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p>	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p> <p>#14 Emergent Writing 14.2 Expresses through writing</p>
<p>8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>9. Not applicable to prekindergarten (begins in grade 4).</p>	<p>N/A</p>
<p>Range of Writing</p>	
<p>10. Not applicable to prekindergarten (begins in grade 3).</p>	<p>N/A</p>
<p>Responding to Literature</p>	
<p>11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p>	<p>#14 Emergent Writing 14.2 Expresses through writing</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>

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Speaking and Listening Standards	
Comprehension and Collaboration	
1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.	
a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	#2 Self Direction 2.1 Follows rules and routines #3 Social Relationships 3.2 Cooperates
b) Engage in extended conversations.	#7 Listening 7.1 Comprehends spoken language #8 Communication 8.1 Communicates ideas
c) Communicate with individuals from different cultural backgrounds.	#7 Listening 7.1 Comprehends spoken language #8 Communication 8.1 Communicates ideas #21 Families and Communities 21.3 Respects diversity
2. With guidance and support, confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	#7 Listening 7.1 Comprehends spoken language #13 Reading Comprehension 13.2 Retells, asks and answers questions
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	#8 Communication 8.1 Communicates ideas #13 Reading Comprehension 13.2 Retells, asks and answers questions

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<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p>
<p>6. Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p>#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>Language Standards</p>	
<p>Conventions of Standard English</p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a) Print some upper- and lower-case letters. (e.g., letters in their name).</p>	<p>#14 Emergent Writing 14.1 Writes name, words and sentences</p>
<p>b) Use frequently occurring nouns and verbs (orally).</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).</p>	<p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p>
<p>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>	<p>#8 Communication 8.2 Speaks in sentences</p>
<p>e) In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p>#8 Communication 8.2 Speaks in sentences</p>
<p>f) With guidance and support, produce and expand complete sentences in shared language activities.</p>	<p>#8 Communication 8.2 Speaks in sentences</p>

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<p>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>a) Capitalize the first letter in their name.</p>	<p>#14 Emergent Writing 14.1 Writes name, words and sentences</p>
<p>b) Attempt to write a letter or letters to represent a word.</p>	<p>#14 Emergent Writing 14.1 Writes name, words and sentences</p>
<p>c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound–letter relationships.</p>	<p>#12 Letter/Word Recognition 12.2 Makes letter–sound connections</p> <p>#14 Emergent Writing 14.1 Writes name, words and sentences</p>
<p>Knowledge of Language</p>	
<p>3. Use knowledge of language and how language functions in different contexts.</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p> <p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>Vocabulary Acquisition and Use</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.</p>	
<p>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>5. With guidance and support, explore word relationships and nuances in word meanings.</p>	
<p>a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>

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<p>c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>

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Mathematics	
Counting and Cardinality	
Know number names and the count sequence	
1. Count to 20	#15 Number Concepts 15.2 Counts to determine quantity
2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).	#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity
Count to Tell the Number of Objects	
3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.	
a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	#15 Number Concepts 15.2 Counts to determine quantity
b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.	#15 Number Concepts 15.2 Counts to determine quantity
c) Regardless of their arrangement or the order in which they were counted.	#15 Number Concepts 15.2 Counts to determine quantity
d) Understand that each successive number name refers to a quantity that is one larger.	#15 Number Concepts 15.2 Counts to determine quantity
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.	#15 Number Concepts 15.2 Counts to determine quantity
Compare Numbers	
5. Identify whether the number objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
6. Identify “first” and “last” related to order and position.	#17 Spatial Awareness 17.2 Determines object location #19 Measurement 19.2 Compares and seriates

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Operations and Algebraic Thinking	
Understand addition as adding to, and understand subtraction as taking from.	
1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	#15 Number Concepts 15.3 Understands operations
Understand simple patterns.	
2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.	#18 Patterns and Sorting 18.1 Identifies and creates patterns
Measurement and Data	
Describe and compare measurable attributes.	
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	#9 Vocabulary 9.1 Builds vocabulary #19 Measurement 19.1 Estimates and measures
Sort objects and count the number of objects in each category.	
2. Sort objects in to categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	#15 Number Concepts 15.2 Counts to determine quantity #18 Patterns and Sorting 18.2 Matches, sorts and charts
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	#16 Shapes 16.1 Identifies shapes #17 Spatial Awareness 17.1 Flips and rotates objects 17.2 Determines object location
2. Correctly name shapes regardless of size.	#16 Shapes 16.1 Identifies shapes

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Analyze, compare, and sort objects.	
1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	#16 Shapes 16.1 Identifies shapes #19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates
2. Create and build shapes from components (e.g., sticks and clay balls).	#16 Shapes 16.1 Identifies shapes 16.2 Manipulates parts and wholes
Science	
Scientific Thinking	
1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.	
a) Uses senses to gather, explore, and interpret information.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
b) Manipulates and observes objects in his or her surroundings to develop conclusions.	#25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers
c) Makes observations and describes changes in objects, living things, and natural events in the environment.	#25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers
d) Organizes his or her observations of objects and events by identifying, classifying, etc.	#25 Scientific Reasoning 25.2 Observes and experiments 25.3 Evaluates and infers
e) Asks "why," "how," and "what if" questions and seeks answers through experimentation and investigation.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments
f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers

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<p>2. Tests predictions through exploration and experimentation.</p>	
<p>a) Gives oral, written or graphic explanations of what he/she wants to learn.</p>	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p>
<p>b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats).</p>	<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>c) Replicates or changes the experimental approach.</p>	<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>d) Records and organizes data using graphs, charts, science journals, or other means of recording.</p>	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments</p>
<p>3. Generates explanations and communicates conclusions regarding their experiments and explorations.</p>	
<p>a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#25 Scientific Reasoning 25.3 Evaluates and infers</p>

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b) Identifies cause and effect relationships.	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
c) Verifies predictions by explaining “how” and “why.”	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
d) Makes age appropriate, logical conclusions about investigations.	#25 Scientific Reasoning 25.3 Evaluates and infers
e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	#8 Communication 8.1 Communicates ideas #25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers
Earth and Space	
4. Observes and describes characteristics of earth and space.	
a) Investigates and identifies properties of soil, rocks, and minerals.	#28 Earth Science 28.2 Explores ecosystems
b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	#27 Physical Science 27.1 Identifies properties of matter
c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	#28 Earth Science 28.1 Identifies weather and climates
d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc).	#28 Earth Science 28.1 Identifies weather and climates
e) Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	#28 Earth Science 28.2 Explores ecosystems
f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	#1 Self Concept 1.2 Takes responsibility #28 Earth Science 28.2 Explores ecosystems

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Living Things	
5. Observes and describes characteristics of living things.	
a) Observes and discusses similarities, differences, and categories of plants and animals.	#26 Life Science 26.2 Classifies organisms #27 Physical Science 27.1 Identifies properties of matter
b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
c) Explains why plants and animals need water and food.	#26 Life Science 26.1 Identifies basic needs
d) Observes and discusses similarities, differences, and categories of plants and animals.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
e) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
f) Explains why plants and animals need water and food.	#26 Life Science 26.1 Identifies basic needs
g) Describes simple life cycles of plants and animals.	#26 Life Science 26.1 Identifies basic needs
h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc).	#26 Life Science 26.2 Classifies organisms
i) Recognizes that plants and animals have some characteristics of their “parents.”	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
j) Observes, describes, and compares the habitats of plants and animals.	#28 Earth Science 28.2 Explores ecosystems
k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	#26 Life Science 26.1 Identifies basic needs #28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems

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Physical Properties	
6. Acquires knowledge about the physical properties of the world.	
a) Describes, compares, and categorizes objects based on their properties.	#27 Physical Science 27.1 Identifies properties of matter
b) Uses senses to explore different environments (classroom, playground, field trips).	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments #27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions #28 Earth Science 28.2 Explores ecosystems
c) Recognizes and describes the effects of his/her own actions on objects.	#27 Physical Science 27.2 Explores forces and motions
d) Describes tools and their specific functions (e.g., hammer for pounding nails).	#29 Technology 29.1 Explores technology
e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments #29 Technology 29.1 Explores technology
f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc).	#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments #27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions
g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	#27 Physical Science 27.2 Explores forces and motions
h) Explores and discusses simple chemical reactions with teacher assistance (e.g. baking soda and water, mixing oil and water).	#27 Physical Science 27.1 Identifies properties of matter

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Social Studies	
Geography	
1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.	
a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions
b) Describes how each person is unique and important.	#1 Self Concept 1.1 Expresses preference 1.3 Identifies and manages feelings #21 Families and Communities 21.1 Identifies community and family roles 21.3 Respects diversity
c) Identifies family members, family characteristics and functions.	#21 Families and Communities 21.1 Identifies community and family roles
d) Identifies as a member of a family.	#21 Families and Communities 21.1 Identifies community and family roles
e) States how families are similar and different.	#21 Families and Communities 21.1 Identifies community and family roles 21.3 Respects diversity
f) Describes his own community and/or cultural group.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions
g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity
h) Recognizes some community workers and describes what they do.	#21 Families and Communities 21.1 Identifies community and family roles
2. Demonstrates awareness and appreciation of their own culture and other cultures.	
a) Talks about and/or shows items related to his/her family and cultural traditions to others.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions

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b) Questions why and/or how people are similar/different.	#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity
c) Describes some of the holidays, dances, foods, costumes, and special events, related to his/her own culture.	#21 Families and Communities 21.2 Explores cultures and traditions
d) Demonstrates an understanding of similarities and differences between and among individual people and families.	#21 Families and Communities 21.1 Identifies community and family roles 21.3 Respects diversity
3. Demonstrates knowledge of the relationship between people, places, and regions.	
a) Identifies features of own home and familiar places.	#23 Geography 23.1 Identifies types of places
b) Names the street, neighborhood, city or and town where he/she lives.	#23 Geography 23.1 Identifies types of places
c) Uses words that indicate direction, position and relative distance.	#17 Spatial Awareness 17.2 Determines object location #23 Geography 23.1 Identifies types of places 23.2 Uses maps
d) Describes topographical features of familiar places (hill, river, roads, mountains, etc).	#23 Geography 23.1 Identifies types of places
e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	#23 Geography 23.2 Uses maps
f) Is aware of his/her surroundings.	#23 Geography 23.1 Identifies types of places 23.2 Uses maps
History	
4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.	
a) Identifies routines and common occurrences in his/her life.	#2 Self Direction 2.1 Follows rules and routines #24 History 24.1 Describes past events

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b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.	#24 History 24.1 Describes past events
c) Retells important events in sequential order.	#24 History 24.1 Describes past events
d) Demonstrates interest in current events that relate to family, culture, and community.	#24 History 24.1 Describes past events
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	#24 History 24.1 Describes past events
Civics, Citizenship and Government	
5. Demonstrate an understanding of roles, rights, and responsibilities.	
a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	#1 Self Concept 1.2 Takes responsibility #22 Civics and Economics 22.1 Understands citizenship
b) Expresses that rules are for everyone.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
c) Identifies rules that protect him/herself and others.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
d) Explains that rules affect children and adults.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
e) Describes possible consequences when rules are not followed.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship

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6. Begins to learn the basic civic and democratic principles.	
a) Participates in making group rules and/or rules for daily routines and transitions.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
b) Follows rules and may remind others of the rules.	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
c) Applies the skills of communication, cooperation, respect and empathy with others.	#22 Civics and Economics 22.1 Understands citizenship
d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	#1 Self Concept 1.1 Expresses preference #22 Civics and Economics 22.1 Understands citizenship
Economics	
7. Develops a basic understanding of economic concepts within a community.	
a) Demonstrates an understanding that money is needed to exchange for some goods and services.	#22 Civics and Economics 22.2 Understands concepts of trade
b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	#22 Civics and Economics 22.2 Understands concepts of trade
c) Recognizes the roles/contributions of community workers as they produce goods/ services that people need.	#21 Families and Communities 21.1 Identifies community and family roles #22 Civics and Economics 22.2 Understands concepts of trade
d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	#22 Civics and Economics 22.2 Understands concepts of trade

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Career Development	
8. Demonstrates interest and awareness about a wide variety of careers and work environments.	
a) Asks questions about and shows interest in the jobs of his/her family members and/or “community helpers”.	#21 Families and Communities 21.1 Identifies community and family roles
b) Recognizes that people depend on “community helpers” to provide goods and services.	#21 Families and Communities 21.1 Identifies community and family roles #22 Civics and Economics 22.2 Understands concepts of trade
c) Identifies the tools and equipment that correspond to various roles and jobs.	#21 Families and Communities 21.1 Identifies community and family roles #29 Technology 29.1 Explores technology
d) Takes on the role of a “community helper,” e.g., dramatic play or in acting out a story or song.	#21 Families and Communities 21.1 Identifies community and family roles #33 Drama 33.1 Participates in dramatic play
e) Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	#21 Families and Communities 21.1 Identifies community and family roles
f) Talks about a parent’s, a relative’s or a neighbor’s job.	#21 Families and Communities 21.1 Identifies community and family roles
The Arts	
Visual Arts	
1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.	
a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combing colors, etc).	#32 Visual Arts 32.1 Develops artistic techniques
b) Shows an interest in what can be created with tools, texture, color and technique.	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts

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c) Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake)	#33 Drama 33.2 Uses and create props
d) Chooses materials and subjects with intent and purpose.	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts
e) Paints, draws and constructs models based on observations.	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts
2. Responds and react to visual arts created by themselves and others.	
a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts
b) Identifies similarities and differences among samples of visual art.	#32 Visual Arts 32.1 Develops artistic techniques
c) Shares opinions about visual arts, creations, and experiences.	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts
Music	
3. Expresses oneself by engaging in musical activities.	
a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	#30 Music 30.2 Expresses through music
c) Engages in music activities having different moods, tempos and rhythms.	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
d) Uses and explores traditional and non-traditional sound sources including those that are electronic.	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
e) Creates sounds using traditional instruments (bell, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music

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4. Responds and reacts during musical activities.	
a) Observes a variety of musical performances, both vocal and instrumental.	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
b) Moves and keeps rhythm to different kinds of music.	#30 Music 30.1 Develops rhythm and tone
c) Reacts to music through oral, written or visual expression.	#13 Reading Comprehension 13.1 Responds to text #30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
d) Compares and contrasts different samples of music.	#19 Measurement 19.2 Compares and seriates #30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
e) Expresses his/her preference for certain kinds of music.	#1 Self Concept 1.1 Expresses preference #30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
f) Repeats, responds and/or reacts to lyrics and/or melodies.	#13 Reading Comprehension 13.1 Responds to text #30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
Theater/Dramatic Play	
5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.	
a) Represents fantasy, real-life, imagination, and literature through dramatic play.	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props

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b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	#33 Drama 33.1 Participates in dramatic play
c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	#33 Drama 33.1 Participates in dramatic play
d) Uses basic props, and costume pieces to establish time, setting, and character.	#33 Drama 33.2 Uses and create props
6. Responds and reacts to theater and drama presentations.	
a) Demonstrates age-appropriate behavior when observing theatre and drama.	#2 Self Direction 2.1 Follows rules and routines 2.2 Maintains attention #33 Drama 33.1 Participates in dramatic play
b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	#13 Reading Comprehension 13.1 Responds to text #14 Emergent Writing 14.2 Expresses through writing #32 Visual Arts 32.2 Expresses through visual arts #33 Drama 33.1 Participates in dramatic play
Dance/Creative Movement	
7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.	
a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement
b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement
c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc).	#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement

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<p>d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p> <p>#33 Drama 33.2 Uses and create props</p>
<p>e) Demonstrates a wide variety of movements and positions.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>f) Learns simple, repetitive dance steps and routines.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>8. Responds and reacts to dance and creative movement.</p>	
<p>a) Imitates parts of dance or movement activity that he/she enjoys.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>b) Compares and contrasts different forms of dance.</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.</p>	<p>#2 Self Direction 2.1 Follows rules and routines 2.2 Maintains attention</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>

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<p>d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).</p>	<p>#13 Reading Comprehension 13.1 Responds to text</p> <p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>Cultural Differences</p>	
<p>9. Expresses an understanding of artistic difference among cultures.</p>	
<p>a) Compares his/her artistic creations with those from other cultures.</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p>
<p>b) Describes similarities and differences in dance and creative movements from other cultures.</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#31 Dance and Movement 31.2 Expresses through dance and movement</p>
<p>c) Distinguishes between different sounds of music and types of instruments from other cultures.</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone</p>

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<p>d) Discusses dances and dramatizations from various cultures.</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p> <p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p> <p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
<p>Technology</p>	
<p>Foundations to Technology</p>	
<p>1. Describes types of materials and how they're used.</p>	
<p>a) Discusses or describes characteristics of materials in the environment.</p>	<p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>b) Explains some uses for materials, e.g., wood, fur, plastic.</p>	<p>#20 Logic 20.1 Solves problems</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p> <p>#29 Technology 29.1 Explores technology</p>
<p>c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).</p>	<p>#20 Logic 20.1 Solves problems</p> <p>#29 Technology 29.1 Explores technology</p>
<p>2. Explores and uses various types of tools appropriately.</p>	
<p>a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).</p>	<p>#29 Technology 29.1 Explores technology</p>

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b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).	#29 Technology 29.1 Explores technology
c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	#5 Fine Motor 5.2 Uses drawing/writing tools #29 Technology 29.1 Explores technology
d) Uses common tools to create simple objects or structures.	#29 Technology 29.1 Explores technology
e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g. wood, glue, rulers, sandpaper, hammer, etc).	#6 Health and Safety 6.3 Demonstrates safe practices #29 Technology 29.1 Explores technology
3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.	
a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).	#29 Technology 29.1 Explores technology
b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.	#20 Logic 20.1 Solves problems #29 Technology 29.1 Explores technology
c) Identifies examples of how technology affects the environment, including home and school environments.	#29 Technology 29.1 Explores technology
Using Technology	
4. Understands the operation of technology systems.	
a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	#29 Technology 29.1 Explores technology
b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	#9 Vocabulary 9.1 Builds vocabulary #29 Technology 29.1 Explores technology

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c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	#29 Technology 29.1 Explores technology
5. Uses the knowledge of technology to increase learning.	
a) Uses computer to write, draw, and explore concepts.	#29 Technology 29.1 Explores technology
b) Learns basic skills by using age appropriate computer programs.	#29 Technology 29.1 Explores technology
c) Uses technology tools independently (e.g., instructional media games, digital cameras).	#29 Technology 29.1 Explores technology
28. Uses tools and other technology to perform tasks	#29 Technology 29.1 Explores technology

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.