



Alignment of the

Experience Early Learning Skills

with

Foundations: Early Learning Standards for North Carolina Preschoolers

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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

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

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

Alignment

This document details the alignment of Foundations: Early Learning Standards for North Carolina with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the Early Learning Standards for North Carolina Preschoolers, Mother Goose Time also reinforces the following skills:

- 16.2 Manipulates parts and wholes
- 17.1 Flips and rotates objects
- 22.2 Understands concepts of trade
- 23.2 Uses maps
- Second Language Acquisition

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

Approaches to Learning

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Approaches to Learning	
PONDERING, PROCESSES, AND APPLYING EXPERIENCES	
<p>Draw on everyday experiences and apply that knowledge to other situations.</p>	<p>Science 25 Scientific Reasoning 25.3.D Evaluates and Infers. Uses past knowledge to explain observed changes.</p> <p>Mathematics and Reasoning 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Seek information for further understanding.</p>	<p>Science 25 Scientific Reasoning 25.1.C Inquires and predicts. Identifies personal interests and seeks more information.</p>
<p>Generate ideas and suggestions and make predictions.</p>	<p>Science 25 Scientific Reasoning 25.1.F Inquire and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p>Social and Emotional Development 3 Social Relationships 3.2.F. Cooperates. Suggests solution to group problems or challenges.</p>

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Describe or act out a memory of a situation or action.	<p>Social Studies 24 History 24.2.D,E,F Recalls information and events from the past. Uses language of time to describe familiar sequence of events. Retells historical, fictional or past events or stories.</p> <p>Language and Literacy 13 Reading Comprehension 13.2.D,E Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells portions of a story.</p>
Form hypotheses about cause and effect.	<p>Science 25 Scientific Reasoning 25.2.A Observes and experiments. Explores cause and effect. 25.1.H Inquires and predicts. Asks relevant questions and makes logical hypotheses based on prior knowledge.</p> <p>Mathematics and Reasoning 20 Logic 20.1.B Solves problems. Experiments with cause and effect.</p>
CURIOSITY, INFORMATION-SEEKING EAGERNESS	
Use multiple strategies and all available senses to explore the environment.	<p>Science 28 Earth Science 28.2.A. Explores ecosystems. Explores immediate environment using senses.</p>

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Choose to participate in an increasing variety of experiences.	<p>Social and Emotional Development</p> <p>1 Self Concept 1.2.C. Takes responsibility. Asserts a desire to start or end an activity.</p> <p>3 Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons.</p>
Demonstrate an eagerness and interest in learning through verbal and nonverbal means while playing, listening, questioning, and interacting.	<p>Science 25 Scientific Reasoning 25.1.C,E Inquires and predicts. Identifies personal interests and seeks more information. Asks questions and shows curiosity.</p> <p>Social and Emotional Development 1 Self Concept 1.2.C. Takes responsibility. Asserts a desire to start or end an activity.</p> <p>2 Self Direction 2.2.C,D Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
RISK-TAKING, PROBLEM-SOLVING, AND FLEXIBILITY	

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Demonstrate a willingness to choose a variety of both familiar and new experiences.	Social and Emotional Development 3 Social Relationships 3.1.C Builds positive relationships. Plays side-by-side with a new or familiar person. 2 Self Direction 2.3.H Transitions and adapts. Adapts to new situations quickly and with minimal stress.
Demonstrate the ability to tell the difference between appropriate and inappropriate (or dangerous) risk- taking.	Social and Emotional Development 2 Self Direction 2.1.G Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed. Physical Development 6 Health and Safety 6.3.E Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.
Attempt a variety of strategies to solve problems.	Mathematics and Reasoning 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.
Demonstrate resilience in the face of challenges.	Social and Emotional Development 2 Self Direction 2.3.G,H Transitions and adapts. Describes strategies to adjust and calm oneself in new or stressful situations. Adapts to new situations quickly and with minimal stress.
PERSISTENCE, ATTENTIVENESS, AND RESPONSIBILITY	

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Demonstrate the ability to remain engaged in an experience.	Social and Emotional Development 2 Self Direction 2.2.C Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.
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Work toward completion of a task despite distractions or interruptions.	Social and Emotional Development 2 Self Direction 2.2.D,E Maintains attention. Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.
Seek and accept help or information when needed.	Social and Emotional Development 1 Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.
Develop a sense of purpose and the ability to follow through.	Social and Emotional Development 2 Self Direction 2.2.D,E Maintains attention. Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.
IMAGINATION, CREATIVITY, AND INVENTION	

Take on pretend roles in play and make-believe with objects.	Creative Development 33 Drama 33.1.C Participates in dramatic play. Uses words, actions and props in pretend.
Approach tasks and experiences with increasing flexibility, imagination, and inventiveness.	Social and Emotional Development 2 Self Direction 2.3 Transitions and adapts 3 Social Relationships 3.2.H Cooperates. Works collaboratively and flexibly within a group.
Use or combine materials/strategies in novel ways while exploring and solving problems.	Mathematics and Reasoning 20 Logic 20.1 D Solves problems. Tries out many solutions to a problem. Creative Development 32 Visual Arts 32.1.F Develops artistic techniques. Demonstrates a variety of techniques using a given tool or medium.
Think more openly and creatively by comparing and contrasting solution strategies.	Mathematics and Reasoning 20 Logic 20.1.E,F Solves problems. 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.
AESTHETIC SENSIBILITY	
Appreciate and use humor.	Social and Emotional Development 1 Self Concept 1.3.B,C Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures. Experiments and role-plays with a range of emotions.

Demonstrate a sense of wonder and pleasure.	Social and Emotional Development 1 Self Concept 1.1.C Expresses preferences. Expresses likes and dislikes. 1.3.B Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures. Science 25 Scientific Reasoning 25.1.E Inquires and predicts. Asks questions or shows curiosity.
Take delight in beauty.	Creative Development 32 Visual Arts 32.2 Expresses through visual arts.

Emotional and Social Development

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Emotional and Social Development	
DEVELOPING A SENSE OF SELF	
Show self-confidence as they develop abilities and potential.	Social and Emotional Development 1 Self Concept 1.2.F Expresses preferences. Negotiates to attain personal preference in a situation. 1.3.D Identifies and manages feelings.
Demonstrate persistence with challenging activities, showing a can-do attitude.	Social and Emotional Development 2 Self Direction 2.2.D Maintains attention. Practices or repeats an activity many times until successful.
Demonstrate increasing self-direction and independence, especially with regard to self-help skills and separating from primary caregivers.	Social and Emotional Development 1 Self Concept 1.2.E,F Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity. Takes care of own needs and personal belongings.
Demonstrate increasing competence in regulating, recognizing, and expressing emotions verbally and nonverbally.	Social and Emotional Development 1 Self Concept 1.3.F,H Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses. Applies strategies for managing own emotions and behaviors.

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Enjoy playing alone or near other children.	Social and Emotional Development 3 Social Relationships 3.1.C,D Builds positive relationships. Plays side-by-side with a new or familiar person. Joins a group and participates in group play.
Develop skills for coping with adversity and change.	Social and Emotional Development 2 Self Direction 2.3.G,H Transitions and adapts. Describes strategies to adjust and calm oneself in a new or stressful situation. Adapts to new situations quickly and with minimal stress.
Express and manage anger appropriately.	Social and Emotional Development 1 Self Concept 1.3.D,H Identifies and manages feelings. Recognized personal feelings. Controls impulses with reminders. Applies strategies for managing own emotions and behaviors.
Develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities.	Social and Emotional Development 1 Self Concept 1.1.H Expresses preferences. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
Recognize that they are members of different groups (e.g., family, preschool class, ethnic group).	Social Studies 21 Families and Communities 21.1 Identifies community and family roles. 22 Civics and Economics 22.1 Understands citizenship.

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Use pretend play to express thoughts and feelings.	Social and Emotional Development 1 Self Concept 1.3.C Identifies and manages feelings. Experiments and role-plays with a range of emotions. Creative Development 31 Dance and Movement 31.2.F Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement.
DEVELOPING A SENSE OF SELF WITH OTHERS	
Approach others easily with expectations of positive interactions.	Social and Emotional Development 3 Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons.
Seek out others when needing emotional support, physical assistance, social interaction, problem-solving, and approval.	Mathematics and Reasoning 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help. Social and Emotional Development 1 Self Concept 1.2.D Takes responsibility. Initiates and activity and seeks help to complete it. 3 Social Relationships 3.2.D Cooperates. Asks adult to help solve social problems. Physical Development 6 Health and Safety 6.3.D Demonstrates safe practices. Identifies dangerous situations and seeks out help.

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Develop awareness of personal behavior and its effect on others.	Social and Emotional Development 1 Self Concept 1.2 G Takes responsibility. Shows respect for others' personal space and belongings. 1.3.G Identifies and manages feelings. Anticipates an emotional response that may result from a given situation.
Balance their own needs with those of others in the group.	Social and Emotional Development 1 Self Concept 1.2.H Takes responsibility. Takes care of self or another while considering the needs of the greater group.
Work to resolve conflicts positively.	Social and Emotional Development 3 Social Relationships 3.2.E,F Cooperates. Seeks out opportunities to help others. Tries to solve own and social problems. Suggests solutions to group problems or challenges.
Play and interact cooperatively with other children (e.g., taking turns, exchanging ideas).	Social and Emotional Development 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share.
Show interest in and respond to other points of view.	Social and Emotional Development 3 Social Relationships 3.2.H Cooperates. Works collaboratively and flexibly within a group.
Respond to others' feelings, including showing empathy.	Social and Emotional Development 3 Social Relationships 3.3.F,G Cares for and responds to others. Identifies feelings of others and responds accordingly. Shows empathy.

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Develop the ability to distinguish between unintentional and intentional actions.	Social and Emotional Development 3 Social Relationships 3.2 Cares for and responds to others
Show ease and comfort in their interactions with familiar children and adults.	Social and Emotional Development 3 Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons. 3.2.D Cooperates. Plays cooperatively with others and begins to share.
Form and maintain positive relationships, including friendships with children and adults.	Social and Emotional Development 3 Social Relationships 3.1.F Builds positive relationships. Begins to describe friendships and other meaningful relationships.
Recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures.	Social Studies 21 Families and Communities 21.3.H Respects diversity. Demonstrates respect for people who look differently and have differing abilities or traditions.
Follow social rules, transitions, and routines that have been explained to them.	Social and Emotional Development 2 Self Direction 2.1.H Follows rules and routines. Follows explicit and implied rules in various situations with few reminders.
Recognize the classroom as a caring community in which members take care of property, respect the rights of others, and keep one another safe.	Social and Emotional Development 1 Self Concept 1.2.G,H Takes responsibility. Shows respect for others' personal space and belongings. Takes care of self or another while considering the needs of the greater group. Social Studies 22 Civics and Economics 22.1.G Understands citizenship. Identifies individual rights.

Health and Physical Development

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Health and Physical Development	
SELF-CARE	
Develop an awareness of hygiene.	Physical Development 6 Health and Safety 6.2.B,C Practices good hygiene. Recognizes the difference between dirty and clean. With help, practices in healthy habits and healthcare routines. Names body parts.
Follow basic hygiene practices (e.g., brushing teeth, washing hands).	Physical Development 6 Health and Safety 6.2.B,C,D Practices good hygiene. Recognizes the difference between dirty and clean. With help, practices in healthy habits and healthcare routines. Names body parts. Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how she/he feels and the location of pain.
Increase independence with basic self-help skills (e.g., feeding oneself, toileting, dressing oneself).	Physical Development 6 Health and Safety 6.2.G Practices good hygiene. Maintains personal hygiene with few reminders.
Develop the ability to care for personal belongings.	Social and Emotional Development 1 Self Concept 1.2.F Takes responsibility. Takes care of own needs and personal belongings.

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Help with routine care of the environment (e.g., put toys away).	Science 28 Earth Science 28.2.F,G Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem.
SAFETY AWARENESS	
Demonstrate an understanding of the importance of personal safety.	Physical Development 6 Health and Safety 6.3.E Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.
Develop awareness of and the ability to follow basic health and safety rules (e.g., fire and traffic safety).	Physical Development 6 Health and Safety 6.3.E,F,G Demonstrates safe practices. 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.
Trust and cooperate in a comfortable, safe environment.	Physical Development 6 Health and Safety 6.3.C,E,F Demonstrates safe practices. Follows simple safety rules. Describes reasons for safety rules and reminds others to follow them. Applies general safety rules to a variety of situations with little prompting. Social and Emotional Development 2 Self Direction 2.1.F,G Follows 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.

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Recognize and avoid potentially harmful persons, objects, substances, activities, and environments.	Physical Development 6 Health and Safety 6.3.B,C,D Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Follows simple safety rules. Identifies dangerous situations and seeks out help.
MOTOR SKILLS	
Develop small muscle control and coordination.	Physical Development 5 Fine Motor 5.1 Controls small movements
Experiment with handheld tools that develop strength, control, and dexterity of small muscles (e.g., spoons, paintbrushes, crayons, markers, safety scissors, and a variety of technological tools, with adaptations as needed).	Physical Development 5 Fine Motor 5.1.B,C,D,E Controls small movements. Manipulates objects with purpose, such as feeding self with a spoon. Opens, closes, twists and pulls objects. Snips with scissors. Strings large beads. Buttons, zips, buckles and laces.
Explore and engage in activities that enhance hand-eye coordination, such as using eating utensils, dressing themselves, building with blocks, creating with clay or play dough, putting puzzles together, stringing beads, and using other manipulatives.	Physical Development 5 Fine Motor 5.1.B,C,D,E,F,G Controls small movements. Manipulates objects with purpose, such as feeding self with a spoon. Opens, closes, twists and pulls objects. Snips with scissors. Strings large beads. Buttons, zips, buckles and laces. Follows an outline with scissors. Ties shoes and dresses self. Threads small beads. Stacks small objects.
Develop body strength, balance, flexibility, and stamina.	Physical Development 4 Gross Motor 4.1 Builds strength and balance
Develop large muscle control and coordinate movements in their upper and/or lower body.	Physical Development 4 Gross Motor 4.2 Coordinates large movements

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Explore a variety of equipment and activities that enhance gross motor development (e.g., balls, slides, locomotive toys, and assistive technology).	Physical Development 4 Gross Motor 4.1.G Builds strength and balance. Balances on a variety of objects. 4.2.B Coordinates large movements. Carries, drags, kicks and tosses objects.
Increase the ability to move their bodies in space (running, jumping, skipping).	Physical Development 4 Gross Motor 4.1.B,C,D,E,F,G Builds strength and balance. 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.
PHYSICAL HEALTH AND GROWTH	
Participate in a variety of physical activities for longer periods of time (e.g., exercise, games, and active play).	Physical Development 4 Gross Motor 4.1.H Builds strength and balance. Uses conditioning methods to strengthen muscles and increase endurance. 4.2.H Coordinates large movements. Coordinates multiple complex movements in continuous play.
Transition from high-energy to low-energy activities (e.g., calming or other relaxing activities).	Physical Development 6 Health and Safety 6.1.D Makes healthy food and exercise choices. Follows a routine of rest and active play. Social and Emotional Development 2 Self Direction 2.3.F Transitions and adapts. Transitions from one activity to the next and helps others through the transition.

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Recognize and eat nutritious foods.	Physical Development 6 Health and Safety 6.1.F Makes healthy food and exercise choices. Identifies food that is nutritious. Explain the importance of nutrition, exercise and rest in maintaining wellness.
Develop an awareness of personal health and fitness.	Physical Development 6 Health and Safety 6.1.G,H Makes healthy food and exercise choices. Explains the importance of nutrition, exercise and rest in maintaining wellness. Explains how feeling well is related to proper nutrition, exercise and rest.
Participate in games, outdoor play, and other forms of exercise to enhance physical fitness.	Physical Development 4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements 6 Health and Safety 6.1.D Makes healthy food and exercise choices. Follows a routine of rest and active play.
Engage in adaptive physical activities as appropriate.	Physical Development 4 Gross Motor 5 Fine Motor Social Studies 21 Families and Communities 21.3.G Respects diversity. Demonstrates and understanding that some people have different needs or beliefs than self and seeks to support them accordingly.

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Make better use of their vision and hearing, and benefit from correction and aids as needed.	Language and Literacy 7 Listening Comprehension 7.1 Comprehends spoken language 8 Communication 8.1 Communicates ideas Social Studies 21 Families and Communities 21.3.G Respects diversity. Demonstrates and understanding that some people have different needs or beliefs than self and seeks to support them accordingly. Science 29 Technology 29.1.H Explores technology. Identifies which tools can best help save time, solve a problem or increase enjoyment.
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Language Development and Communication

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Language Development and Communication	
RECEPTIVE LANGUAGE	
Understand increasingly complex sentences, including past, present, and future tenses.	Language and Literacy 8 Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.
Understand and use a growing vocabulary.	Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
Attend to language for longer periods of time, such as when books are read, people are telling stories, and during conversations.	Language and Literacy 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges. Social and Emotional Development 2 Self Direction 2.2.G Maintains attention. Sustains focus for at least thirty minutes even if there are distractions.
Consistently respond to requests for information or action (e.g., respond to questions and follow one- and two-step directions).	Language and Literacy 7 Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately. 7.2.H Follows verbal directions. Responds to verbal statements that have implied directions or requests.

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Comprehend and use language for multiple social and cognitive purposes (e.g., understand and talk about feelings, ideas, information, and beliefs).	Language and Literacy 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.
Develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating).	Language and Literacy 10 Phonological Awareness 10.1 Hears small units of sound. 10.2 Identifies rhyme and alliteration 12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter-sound connections
Understand that people communicate in many ways, including through gestures, sign language, facial expressions, and augmentative communication devices.	Social Studies 21 Families and Communities 21.3.H Respects diversity. Demonstrates respect for people who look differently and have differing abilities or traditions. Language and Literacy 8 Communication 8.1.H Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating.
EXPRESSIVE LANGUAGE	
Use verbal and non-verbal language (gestures, devices, signs, and picture symbols) to communicate for multiple purposes (e.g., to express wants, needs, ideas, feelings, and to relate personal information and experiences).	Language and Literacy 8 Communication 8.1.A,B,C,F 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. Explains thoughts about familiar people, places and events.

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Use language as a part of pretend play to create and enact roles.	Creative Development 33 Drama 33.1.C Participates in dramatic play. Uses words, actions and props to pretend.
Use language to establish and maintain relationships.	Social and Emotional Development 3 Social Relationships 3.1.E,F,G Builds positive relationships. 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.
Initiate and engage in conversations.	Language and Literacy 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges. Social and Emotional Development 3 Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons.

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Describe experiences and create and/or retell simple stories.	<p>Language and Literacy 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p> <p>13 Reading Comprehension 13.2.E Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p> <p>Social Studies 24 History 24.1.F Describes past events. Retells historical, fictional or past events or stories.</p>
Ask questions and make comments related to the topic of discussion.	<p>Language and Literacy 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
Communicate messages with expression, tone, and inflection appropriate to the situation.	<p>Language and Literacy 8 Communication 8.1.H Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
Use increasingly complex and varied language structures, sentences, and vocabulary.	<p>Language and Literacy 8 Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p> <p>9 Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversations or through reading.</p>

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FOUNDATIONS FOR READING: Motivation for Reading	
Show an interest in books, other print, and reading-related activities, including using and sharing books and print in their play.	Language and Literacy 13 Reading Comprehension 13.2.A,D Retells, asks and answers questions. Holds book and looks intently at each page. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
Enjoy listening to and discussing storybooks, simple information books, and poetry read aloud.	Language and Literacy 7 Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately. 13 Reading Comprehension 13.1 Responds to text. 13.2 Retells, asks and answers questions.
Independently engage in reading behaviors (e.g., turning pages, imitating adults by pointing to words, telling the story).	Language and Literacy 11 Concepts of Print 11.1.B,C,D,E Demonstrates print knowledge. Turns pages from front to back of book. Identifies front/back and top/bottom of a book. Indicates where to start reading 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.
Independently engage in writing behaviors (e.g., write symbols or letters for names, use materials at the writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols).	Language and Literacy 14 Emergent Writing 14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name. 14.2.D Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.

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Show preferences for favorite books.	Social and Emotional Development 1 Self Concept 1.1.D Expresses preferences. When given two to three options, chooses his/her most desired option. Language and Literacy 13 Reading Comprehension 13.1.D Responds to text. Expresses likes and dislikes within the story.
Use books that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information.	Language and Literacy 13 Reading Comprehension 13.1.C,H Responds to text. Talks about pictures and ideas in familiar stories. Evaluates texts based on content, personal experiences and knowledge of the world. 13.2.E Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events.
FOUNDATIONS FOR READING: Vocabulary and Comprehension	
Develop knowledge about their world (what things are and how they work) and use this knowledge to make sense of stories and information books.	Language and Literacy 13 Reading Comprehension 13.1.G,H Responds to text. Makes many text-to-text, –self, and –world connections. Evaluates texts based on content, personal experiences and knowledge of the world.
Discuss books by responding to questions about what is happening in stories and predicting what will happen next.	Language and Literacy 13 Reading Comprehension 13.2.E Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.

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Relate personal experiences to events described in familiar books.	<p>Language and Literacy 13 Reading Comprehension 13.1.E Responds to text. Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p>Science 25 Scientific-Reasoning 25.1.D,E Inquires and predicts. When given a question, guesses a possible answer or outcome. Asks questions or shows curiosity. Predicts a few outcomes.</p>
Ask questions about a story or information in a book.	<p>Language and Literacy 13 Reading Comprehension 13.2.E Retells, asks and answers questions. As the story is read, asks and answers simple questions about characters, setting and events.</p>
Imitate the special language in storybooks and story dialogue (repetitive language patterns, sound effects, and words from familiar stories) and use it in retellings and dramatic play.	<p>Creative Development 33 Drama 33.1.B,C Participates in dramatic play. Mimics observed behaviors and words. Uses words, actions and props to pretend.</p> <p>Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book).</p>
FOUNDATIONS FOR READING: Book and Print Awareness	

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Be aware of print and understand that it carries a message by recognizing and creating it in different forms and for a variety of functions (e.g., labels and signs).	<p>Language and Literacy 11 Concepts of Print 11.1.F,G Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Explains the difference between books that tell stories and those that give information.</p> <p>14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
Recognize that print can tell people what to do, and understand that print and simple symbols are used to organize classroom activities (e.g., where to store things, when they will have a turn).	<p>Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book).</p>
Pretend to read familiar books in ways that mimic adult reading.	<p>Creative Development 33 Drama 33.1.B Participates in dramatic play. Mimics observed behaviors and words. 33.2.B Uses and creates props. Mimics the use of familiar objects.</p>
Hold a book upright while turning pages one by one from front to back.	<p>Language and Literacy 11 Concepts of Print 11.1.B,C Demonstrates print knowledge. Recognizes if pictures are right-side-up. Turns pages from front to back of book. Identifies front/back and top/bottom of a book.</p>

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Occasionally run their finger under or over print as they pretend to read a familiar book.	Language and Literacy 12 Letter/Word Recognition 12.2.B Makes letter-sound connections. Points at words printed on a page and pretends to read aloud. 11 Concepts of Print 11.1.D,E Demonstrates print knowledge. 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.
Understand some basic print conventions (e.g., concept of letter, concept of word).	Language and Literacy 11 Concepts of Print 11.1 Demonstrates print knowledge.
Learn to identify their name and the names of friends.	Social and Emotional Development 1 Self Concept 1.1.A Expresses preferences. Responds to name and explores self in mirror. Language and Literacy 12 Letter/Word Recognition 12.1.A,D Identifies letters and words. Looks for familiar people and objects when given their names. Recognizes some common words in print, such as his/her name, mom, dad or stop.
FOUNDATIONS FOR READING: Alphabet Knowledge	
Know that letters of the alphabet are a special category and are different from pictures and shapes.	Language and Literacy 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.

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Recognize and name some letters of the alphabet, especially those in their own name and in the names of others who are important to them.	Language and Literacy 12 Letter/Word Recognition 12.2.C,D Makes letter-sound connections. Recognizes the sound of the first letter in his/her name. Identifies six to seven letters and their sounds.
FOUNDATIONS FOR READING: Alphabetic Principle	
Understand that letters function to represent sounds in spoken words.	Language and Literacy 12 Letter/Word Recognition 12.2.E Makes letter-sound connections. Recognize that letters make up words.
Make some sound-to-letter matches, using letter name knowledge (e.g., writes “M” and says “This is Mommy”).	Language and Literacy 12 Letter/Word Recognition 12.2. Makes letter-sound connections.
FOUNDATIONS FOR READING: Phonological Awareness	
Enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.	Language and Literacy 12 Letter/Word Recognition 12.2.C,D Makes letter-sound connections. Recognizes the sound of the first letter in his/her name. Identifies six to seven letters and their sounds.
Enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.	Language and Literacy 10 Phonological Awareness 10.1.F Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Creative Development 30 Music 30.1.D,E Develops rhythm and tone. Claps along to simple rhythm patterns. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.

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Play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.	Language and Literacy 10 Phonological Awareness 10.1.D Hears small units of sound. Identifies words that have a similar beginning sound. 10.2.D,E Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme. Suggests a series of rhyming words when given a word.
Associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).	Language and Literacy 10 Phonological Awareness 10.1.C,D,E Hears small units of sound. Shows awareness of separate words in spoken language. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words. 12 Letter/Word Recognition 12.2.F Makes letter-sound connections. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.
FOUNDATIONS FOR WRITING	
Use a variety of writing tools and materials (e.g., pencils, chalk, markers, crayons, finger paint, clay, computers).	Language and Literacy 14 Emergent Writing 14.2.A Expresses through writing. Explores writing materials. Physical Development 5 Fine Motor 5.2 Uses drawing/writing tools.

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Use a variety of writing in their play and for a variety of purposes (e.g., labels, lists, signs, messages, stories).	Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Represent thoughts and ideas through drawings, marks, scribbles, and letter-like forms.	Language and Literacy 14 Emergent Writing 14.2.C,D Expresses through writing. Scribbles or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent.
Learn how to tell their thoughts for an adult to write.	Language and Literacy 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences. 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Play with writing letters and mastering conventional letterforms, beginning with the first letter of their name.	Language and Literacy 14 Emergent Writing 14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.
Use known letters and approximations of letters to write their own name.	Language and Literacy 14 Emergent Writing 14.1.D,E Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling.

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Attempt to connect the sounds in a word with its letterforms.	Language and Literacy 12 Letter/Word Recognition 12.2.F Makes letter–sound connections. Begins to sound out two– to four–letter words. 14 Emergent Writing 14.1.E Writes name, words and sentences. Copies print. Uses inventive spelling.
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Cognitive Development

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Cognitive Development	
MATHEMATICAL THINKING AND EXPRESSION	
Experiment with and use numbers and counting in their play.	Mathematics and Reasoning 15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity 15.3 Understands operations
Recognize and describe common shapes.	Mathematics and Reasoning 16 Shapes 16.1 Identifies shapes
Understand and use words that identify different positions in space (e.g., in, out, under, over).	Mathematics and Reasoning 17 Spatial Awareness 17.2 Determines object location
Recognize and duplicate simple patterns within their environment using manipulatives, art materials, body movements, etc.	Mathematics and Reasoning 18 Patterns and Sorting 18.1 Identifies and creates patterns
Sort, classify, and order objects on the basis of one or two attributes (color, shape, size, small to large, short to tall, etc.).	Mathematics and Reasoning 18 Patterns and Sorting 18.2 Matches, sorts and charts

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Describe or demonstrate a sequence of events.	Mathematics and Reasoning 19 Measurement 19.2.E,F Compares and seriates. Recalls a sequence of events. Orders events in time.
Understand size and volume and make comparisons (short/tall, big/small, full/empty, length, weight, height, same, more, less).	Mathematics and Reasoning 19 Measurement 19.1.D Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help. 19.2.E,F Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight. Arranges and orders multiple objects by size, length, hue or weight.
Participate in activities that involve non-standard measurement.	Mathematics and Reasoning 19 Measurement 19.1.D Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.
Understand the passage of time within their daily lives (daily routines and the order of events).	Mathematics and Reasoning 19 Measurement 19.2.F Compares and seriates. Orders events in time. Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.

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Use a variety of strategies to solve problems.	Mathematics and Reasoning 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.
Make and check predictions through observations and experimentation.	Science 25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments
SCIENTIFIC THINKING AND INVENTION	
Expand knowledge of their environment through play.	Science 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore the environment. 27 Physical Science 27.2.C Explores forces and motions. Explores motion by moving, rolling, blowing or dropping a toy. 28 Earth Science 28.2.A Explores ecosystems. Explores immediate environment using senses. Plays with rocks, sand, dirt or water. 29 Technology 29.1.A,C,D Explores technology. Explores simple tools such as toys and spoons. Explores moveable parts on toys and tools. Explores simple machines and interacts with simple electronic and screen toys.

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Demonstrate awareness of and respect for their bodies.	Physical Development 6 Health and Safety 6.1 Makes healthy food and exercise choices. 6.2 Practices good hygiene. 6.3 Demonstrates safe practices.
Demonstrate an awareness of seasonal changes and weather conditions.	Science 28 Earth Science 28.1 Identifies weather and climates.
Identify, discriminate, and make comparisons among objects by observing physical characteristics.	Science 27 Physical Science 27.1.C,D,F Identifies properties of matter. With support, sorts objects by physical characteristics. Describes basic physical properties of objects in the immediate environment. Classifies and sorts materials by a variety of physical properties.
Use one or more of the senses to observe and learn about their environment.	Science 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore the environment.

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<p>Observe and care for living things (e.g., classroom pets and plants).</p>	<p>Science 25 Scientific Reasoning 25.2 Observes and experiments.</p> <p>26 Life Science 26.1 Identifies basic needs.</p> <p>28 Earth Science 28.2.F Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.</p> <p>Social and Emotional Development 3 Social Relationships 3.3 Cares for and responds to others.</p>
<p>Demonstrate an awareness of ideas and language related to time (e.g., day and night, yesterday, today, tomorrow).</p>	<p>Science 28 Earth Science 28.1.G Identifies weather and climates. Describes the role of the sun on weather and day/night patterns.</p> <p>Social Studies 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p>

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Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	<p>Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects or people.</p> <p>27 Physical Science 27.1.B Identifies properties of matter. Reacts to change in texture, smell, sound or sight. Manipulates matter and observes any physical changes that may occur.</p> <p>28 Earth Science 28.1.C Identifies weather and climates. Notices changes in temperature or weather in the immediate environment.</p>
Ask questions and seek answers about their environment through active engagement with materials.	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p>
Use simple tools for investigation of the classroom and the world.	<p>Science 29 Technology 29.1.A,G Explores technology. Explores simple tools such as toys and spoons. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p>
Manipulate their environment to produce desired effects and invented solutions to problems (e.g., deciding to attach a piece of string to the light switch so they can independently turn off the lights).	<p>Mathematics and Reasoning 20 Logic 20.1 Solves problems</p> <p>Science 29 Technology 29.1.E,F Explores technology. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

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Represent and demonstrate an understanding of discoveries (drawing, graphing, communicating, etc.).	Science 25 Scientific Reasoning 25.2.G,H Observes and experiments. Records findings in tables, charts or diagrams. Records observations and makes personal notes.
Make estimates based on experiences with objects (e.g., "Will this block fit in the same hole?").	Mathematics and Reasoning 19 Measurement 19.1.F Estimates and measures. Makes logical estimates and uses measurement tools to check estimations. 20 Logic 20.1.F Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.

Engage in representational thought (e.g., thinking about things that are not present).

Creative Development

33 Drama

33.2.B,C,D,E Uses and creates props. 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.

30 Music

30.2.E Expresses through music. Uses voice or instruments to express feelings or to mimic sound effects.

31 Dance and Movement

31.2.F,H Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement. Describe how dances and movements express certain ideas or feelings.

32 Visual Arts

32.2.F,G Expresses through visual arts. Creates arts to represent an idea or object. Creates art to express ideas, thoughts and feelings.

Social Studies

24 History

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

Language and Literacy

14 Emergent Writing

14.2.C Expresses through writing. Scribbles or draws marks as a representation of an object or person.

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Understand the uses and roles of various forms of technology.	Science 29 Technology 29.1 Explores technology
Share responsibility by participating in the care of their environment (e.g., chores and recycling).	Science 28 Earth Science 28.2.F,G,H Explores ecosystems. Describes personal role in taking care of the environment. Explains how people benefit from or endanger their surrounding ecosystem. Defines strategies for preserving a variety of ecosystems.
SOCIAL CONNECTIONS	
Identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).	Social Studies 21 Families and Communities 21.3 Respects diversity
Understand relationships, roles, and rules within their own families, homes, and classroom.	Social Studies 21 Families and Communities 21.1 Identifies community and family roles.
Participate as a member of the group in a democratic classroom community.	Social Studies 22 Civics and Economics 22.1 Understands citizenship.
Observe and talk about changes in themselves and their families over time.	Social Studies 21 Families and Communities 21.1.G Identifies community and family roles. Describes how roles and responsibilities of families and groups change over time.

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Make sense of their physical, biological, and social worlds by asking questions and engaging in pretend play.	Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers. Creative Development 33 Drama 33.1 Participates in dramatic play.
Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	Social Studies 21 Families and Communities 21.2 Explores cultures and traditions.
Identify characteristics of the places where they live and play and the relationships of those places to one another.	Social Studies 23 Geography 23.1 Identifies types of places.
Recognize and identify the roles of community helpers.	Social Studies 21 Families and Communities 21.1 Identifies community and family roles.
Participate in activities to help others in the community.	Social Studies 22 Civics and Economics 22.1 Understands citizenship. Participates in communal activities. Social and Emotional Development 1.2.H Takes responsibility. Takes care of self or another while considering the needs of the greater group.

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Explore, think about, inquire, and learn about the people in their classroom and community.	Social Studies 21 Families and Communities 21.1 Identifies community and family roles. 21.2 Explores cultures and traditions. 21.3 Respects diversity.
CREATIVE EXPRESSION	
Participate in art, music, drama, movement, dance, and other creative experiences.	Creative Development 30 Music 30.1 Develops rhythm and tone. 30.2 Expresses through music. 31 Dance 31.1 Develops dance and movement techniques. 31.2 Expresses through dance and movement. 32 Visual Arts 32.1 Develops artistic techniques. 32.2 Expresses through visual arts. 33 Drama 33.1 Participates in dramatic play. 33.2 Uses and creates props.

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<p>Use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.</p>	<p>Creative Development</p> <p>30 Music 30.1 Develops rhythm and tone. 30.2 Expresses through music.</p> <p>31 Dance 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 creates props.</p>
<p>Plan and create their own drawings, paintings, and models using various art materials.</p>	<p>Creative Development</p> <p>32 Visual Arts 32.1.E Develops artistic techniques. Uses artistic tools and media to create intentional designs or images.</p> <p>32.2.E Expresses through visual arts. Plans and seeks out materials to make a creation.</p>

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Experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular areas (e.g., tying an art or music project into a language development experience).	Language and Literacy 14 Emergent Writing 14.2 Expresses through writing Creative Development 30 Music 30.2 Expresses through music 31 Dance and Movement 31.2 Expresses through dance and movement 32 Visual Arts 32.2 Expresses through visual arts 33 Drama 33.2 Uses and creates props
Share experiences, ideas, and thoughts about artistic creations.	Creative Development 32 Visual Arts 32.2.F,H Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made. Creates art and explains why and how s/he chose specific materials and techniques.
Express interest in and show respect for the creative work of others.	Social and Emotional Development 3 Social Relationships 3.3 Cares for and responds to others
Show creativity and imagination in using materials and in assuming different roles in pretend play situations.	Creative Development 33 Drama 33.1 Participates in dramatic play 33.2 Uses and creates props.

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Develop awareness of different musical instruments, rhythms, and tonal patterns.	Creative Development 30 Music 30.1 Develops rhythm and tone. 30.2.D,F Expresses through music. Uses voice, common objects or instruments to create music. Communicates ideas by creating rhythm an/or melody.
Imitate and recall tonal patterns, songs, rhythms, and rhymes.	Creative Development 30 Music 30.1.H Develops rhythm and tone. Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
Respond through movement and dance to various patterns of beat and rhythm.	Creative Development 31 Dance 31.1 Develops dance and movement techniques. 31.2 Expresses through dance and movement.



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Individual children develop at a unique pace.

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
	7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
	8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new 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 pointing when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
	13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
	14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.
		34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.
	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.
	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 confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
						Uses context clues and resources to clarify any misunderstandings.
						Demonstrates near-native comprehension of target language in all contexts.
						Uses target language effectively in all contexts.

Individual children develop at a unique pace.

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		
Mathematics and Reasoning	15 Number Concepts	1.15.1 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.	
		1.15.2 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.	
		1.15.3 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	1.16.1 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.	
		1.16.2 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	1.17.1 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.	
		1.17.2 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	1.18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-bow.	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.	
		1.18.2 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	1.19.1 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.	
		1.19.2 Compares and serializes	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	2.0.1 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	2.21.1 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.	
		2.21.2 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.	
		2.21.3 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	2.22.1 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.	
		2.22.2 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	2.23.1 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.	
		2.23.2 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	2.24.1 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.	

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

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