



★ Mother Goose Time ★

Alignment of the



Experience Early Learning Skills

with

North Dakota Early Learning Guidelines for ages 3 through 5 (2010)

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

- Mother Goose Time
- Experience God
- Experience Toy Box
- Dancing Beats
- More Math and Literacy

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

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

Alignment

This document details the alignment of the South Carolina Early Learning Standards – Preschool with the Developmental Continuum of the Experience Early Learning Skills.

Additional Learning Goals

In addition to the preschool early learning standards for the District of Columbia, Mother Goose Time also reinforces the following skills:

- Second Language Acquisition

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

Language and Literacy

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

Language and Literacy	
A. Listening and Comprehension	
<p>1. Understand verbal, English and/or home language, and non-verbal, gestures, actions, and expressions, cues</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions <u>Social and Emotional Development</u> 3. Social Relationships 3.3.D Cares for and responds to others. Demonstrates concern for someone who is sad or upset.</p>
<p>2. Listen to understand and/or participate in stories, nonfiction, poetry, drama, rhymes, songs, directions, and conversations</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately. 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>

<p>3. Listen to and recognize different sounds in the environment</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.2.A Follows verbal directions. Responds to conversations in environment and imitates actions. <u>Science</u> 27. Physical Science 27.1.A&B Identifies properties of matter. Uses sense to explore objects in immediate environments. Reacts to changes in texture, smell, sound or sight.</p>
<p>4. Listen to and recognize different sounds in speech</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.C&D Hears small units of sound. Shows awareness of separate words in spoken language. Identifies words that have a similar beginning sound.</p>
<p>5. Listen for a variety of purposes (e.g., to understand messages, to gain and share information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer)</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately.</p>
<p>B. Speaking and Communicating</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>1. Use words, in English and/or home language, or sounds and non-verbal cues, gestures, actions, and expressions, to communicate needs, ideas, experiences, and emotions</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.A&C Communicates ideas. Uses vocal sounds and gestures to communicate. Communicates needs, desires and ideas using simple sentence. <u>Social and Emotional Development</u> 1. Self Concept 1.3.B Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures.</p>
<p>2. Use spoken language to express needs, opinions, and ideas</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.A&C Communicates ideas. Uses vocal sounds and gestures to communicate. Communicates needs, desires and ideas using simple sentence.</p>
<p>3. Participate in opportunities to speak, sing, act out, and recite (e.g., stories, songs, rhymes, fingerplays)</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. <u>Creative Development</u> 30. Music 30.2.B Expresses through music. Repeats words in familiar songs and attempts to sing.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>4. Ask relevant why, what, when, where, and how questions to accomplish a variety of purposes</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>5. Follow conversational rules (e.g., taking turns, making relevant comments, staying on topic) when talking with peers and adults</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p>
<p>6. Respond differently based upon purpose of messages and questions in conversations with children and adults (e.g., stays on topic, elaborates)</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.D&E Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges.</p>
<p>7. Retell a story with attention to the main events based upon a book, personal experience, or make believe</p>	<p><u>Language and Literacy</u> 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. 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>8. Use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>9. Speak clearly enough to be understood in English and/or home language</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.D Speaks in sentences. Speaks in sentences but does not always follow grammatical rules.</p>
<p>10. Use appropriate levels of volume, time, inflection and expression (e.g., drops voice at end of sentence, uses a conversational tone when speaking to someone next to them, shouts/yells when playing a game outside.)</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.H Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating.</p>
<p>C. Phonological Awareness</p>	
<p>1. Understand that spoken language is made up of sounds</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.C&D Hears small units of sound. Shows awareness of separate words in spoken language. Identifies words that have a similar beginning sound.</p>
<p>2. Recognize matching (phonemes) and rhyming sounds</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.D Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme.</p>
<p>3. Segment words into syllables and phonemes</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.F Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>

<p>4. Understand that speech sounds are represented in print with letters/words</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.E Demonstrates print knowledge. Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracts print from the end of one line to the the beginning of the next line. 12. Letter/Word Recognition 12.2.D Makes letter-sound connections. Identifies six to seven letters and their sounds.</p>
<p>D. Emergent Reading</p>	
<p>1. Understand that the sounds of language are represented by letters, words, and sentences</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.E Demonstrates print knowledge. Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracts print from the end of one line to the the beginning of the next line. 12. Letter/Word Recognition 12.2.D Makes letter-sound connections. Identifies six to seven letters and their sounds.</p>
<p>2. Recognize and can identify familiar print in the environment (e.g., traffic signs, store logos, own name)</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.C&D Identifies letters and words. 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.</p>

<p>3. Know that books have titles, authors, and often, illustrators</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator.</p>
<p>4. Know that print and written symbols convey meaning</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.E Demonstrates print knowledge. Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracts print from the end of one line to the the beginning of the next line.</p>
<p>5. Know that print appears in different forms (e.g., letters, labels, storybooks) and serves different purposes (e.g., to inform)</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.E Demonstrates print knowledge. Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracts print from the end of one line to the the beginning of the next line. 12. Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>6. Know that print is read from left to right, top to bottom, and books are read front to back</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the font/back and top/bottom of a book. Indicates where to start reading on each page.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>7. Know that reading is valuable and enjoyable</p>	<p><u>Language and Literacy</u> 13.Reading Comprehension 13.1.D Identifies letters and sounds. Anticipates what comes next in familiar stories. Expresses likes or dislikes within story.</p>
<p>8. Know the difference between real and make-believe</p>	<p><u>Language and Literacy</u> 11.Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book).</p>
<p>9. Know the elements that compose a story (e.g., characters, plot (sequence of events), setting)</p>	<p><u>Language and Literacy</u> 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>10. Know the proper way to handle books (e.g., hold the book upright; turn pages from front to back, one at a time, returns to proper place when done)</p>	<p><u>Language and Literacy</u> 11.Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>11. Predict story events or outcomes</p>	<p><u>Language and Literacy</u> 13.Reading Comprehension 13.1.D Identifies letters and sounds. Anticipates what comes next in familiar stories. Expresses likes or dislikes within story.</p>

<p>12. Recall and consider information from familiar stories</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.C Identifies letters and sounds. Talks about pictures and ideas in familiar stories.</p>
<p>13. Relate own life and experiences to literature</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.E Identifies letters and sounds. Relates to the characters or events of the story and shares a similar experience or object from own life.</p>
<p>14. Understand that illustrations and pictures convey meaning</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.B Identifies letters and words. Identifies a familiar object or person when shown a drawing or photo.</p>
<p>15. Understand the difference between letters, numbers, and words</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>16. Use words and pictures to independently “read” a story</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.B Identifies letters and sounds. Points to pictures and repeats words from familiar stories.</p>
<p>E. Emergent Writing</p>	

<p>1. Use scribbles, shapes, pictures, and dictation to represent thoughts and/or ideas</p>	<p><u>Language and Literacy</u> 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 the represent.</p>
<p>2. Engage in writing (e.g., drawing, scribbles, random symbols, shapes, letter-like marks, letters, and invented spelling) to represent ideas and express thoughts and feelings</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.C-E Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. Attempt to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling.</p>
<p>3. Begin to apply rules of grammar, punctuation, and spelling (e.g., uses “have” instead of “got”, tells teacher to put a period at the end of a thought on LEA chart)</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.F&G Writes name, words and sentences. 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 tradition spelling.</p>
<p>4. Dictate stories, poems, and personal narratives</p>	<p><u>Language and Literacy</u> 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. 8. Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges..</p>

<p>5. Engage in writing for a variety of purposes (e.g., to make lists, to send messages, to write stories) and in a variety of forms (e.g., journals, sign-in sheets, name cards, cards with words and pictures)</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.D&E Writes name, words and sentences. Attempt to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling.</p>
<p>6. Know that writing, including pictures, letters, and words, communicates meaning and information</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>7. Use knowledge of letters to write or copy familiar words (e.g., own name, mom, dad, no, yes)</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.D Writes name, words and sentences. Attempt to print or copy familiar symbols and letters, especially those that are in own name.</p>
<p>8. Use writing tools and materials (e.g., pencils, crayons, chalk, markers, rubber stamps, computers, paper, cardboard, chalkboard)</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.C Develops artistic techniques. Explores a variety of artistic tools and media.</p>
<p>9. Write random letters or letter-like symbols</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.C&D Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. Attempt to print or copy familiar symbols and letters, especially those that are in own name.</p>

Health and Physical Development

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

Health and Physical Development	
A. Gross Motor Development	
1. Engage in a variety of large muscle physical activities (e.g., play, exercise, games)	<p><u>Physical Development</u> 4. Gross Motor 4.1 Builds strength and balance. 4.2 Coordinates large movements.</p>
2. Increasingly control and coordinate large body/muscle movements (e.g., jumping, skipping, running, hopping, crawling, rolling)	<p><u>Physical Development</u> 4. Gross Motor 4.1D&E Builds strength and balance. Balances and hops on one foot. Hops from one foot to the other. Begins to skip.</p>
3. Demonstrate body awareness in relation to stationery and moving objects (e.g., avoids bumping into obstacles, can catch a bouncing ball)	<p><u>Physical Development</u> 4. Gross Motor 4.2.D Coordinates large movements. Throws both overhand and underhand. Catches or kicks moving objects. <u>Social Studies</u> 23. Geography 23.2.B Uses Maps. Finds ways to move around obstacles in a familiar environment.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>4. Exhibit strength, flexibility, and stamina/endurance when participating in exercises</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.E Coordinates large movements. Coordinates multiple movements in simple sequences.</p>
<p>5. Coordinate movement in space to accommodate boundaries (e.g., walls, lines, circles, bases)</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.F&G Coordinates large movements. Changes direction and speed of movement. Kicks or strikes moving objects with aim and accuracy. Stops at a boundary. <u>Creative Development</u> 31. Dance and Movement 31.1.C Develops dance and movement techniques. Follow the movements of others. Explores personal space and directions.</p>
<p>6. Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam)</p>	<p><u>Physical Development</u> 4. Gross Motor 4.1D&E Builds strength and balance. Balances and hops on one foot. Hops from one foot to the other. Begins to skip.</p>
<p>7. Combine large motor movements (e.g., kicking, catching, throwing, climbing, swinging, rolling, riding) with the use of equipment (e.g., balls, swings, tricycles, jungle gym)</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.D Coordinates large movements. Throws both overhand and underhand. Catches or kicks moving objects.</p>

<p>8. Perform a sequence of large motor skills</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.E Coordinates large movements. Coordinates multiple movements in simple sequences.</p>
<p>9. Perform a variety of movement skills both alone and with a partner(s)</p>	<p><u>Creative Development</u> 31. Dance and Movement 31.1.E&F Develops dance and movement techniques. Follows a leader to perform a simple movement pattern. Recalls a simple movement pattern and performs it individually or in a group.</p>
<p>10. Engages in repetitive practice of gross motor skills</p>	<p><u>Creative Development</u> 31. Dance and Movement 31.1.E&F Develops dance and movement techniques. Follows a leader to perform a simple movement pattern. Recalls a simple movement pattern and performs it individually or in a group. <u>Physical Development</u> 4. Gross Motor 4.2.E Coordinates large movements. Coordinates multiple movements in simple sequences.</p>
<p>B. Fine Motor Development</p>	
<p>1. Engage in a variety of small muscle activities (e.g., drawing, painting, printing, cutting, gluing, pouring, assembling puzzles, building with blocks, manipulating play dough, lacing, stringing, tracing, writing)</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>2. Exhibit control, strength, and dexterity in manipulating objects (e.g., zippers, buttons, snaps) and tools (e.g., pencils, crayons, scissors)</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools.</p>
<p>3. Use eye-hand coordination to complete tasks (e.g., string beads, do puzzles, copy, trace, cut)</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools.</p>
<p>4. Move fingers individually (e.g., finger isolation)</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools.</p>
<p>5. Explore and experiments with a variety of tools (e.g., spoons, forks, crayons, paint brushes, stapler, scissors, woodworking tools, keyboards)</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools. <u>Creative Development</u> 32. Visual Arts 32.1.C Develops artistic techniques. Explores a variety of artistic tools and media.</p>
<p>6. Engage in repetitive practice of fine motor skills</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1 Controls small movements. 5.2 Uses drawing/writing tools.</p>

C. Physical Health and Well-Being	
<p>1. Perform basic hygiene and self-help tasks (e.g., hand washing, eating, dressing, brushing teeth, toileting, coughing into clothing, blowing congested nose)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene</p>
<p>2. Demonstrate strategies to prevent the spread of germs and verbalizes why they are important</p>	<p><u>Physical Development</u> 6. Health and Safety 6.2.E Practices good hygiene. Explains who germs spread and simple strategies for preventing the spread.</p>
<p>3. Begin to differentiate between signs of hunger and fullness and stops eating when full</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.F Makes heathy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
<p>4. Exhibit knowledge about foods and nutrition (e.g., good food, junk food)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.F Makes heathy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
<p>5. Verbalize the need for exercise</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.G Makes heathy food and exercise choices. Explains the importance of nutrition, exercise and rest in maintaining wellness.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>6. Demonstrate body awareness (e.g., names body parts)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.2.C Practices good hygiene. With help, participates in healthy habits and healthcare routines. Names body parts.</p>
<p>7. Identify and understand the functions of basic body parts and systems (e.g., mouth is used to eat and talk)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.2.D Practices good hygiene. Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.</p>
<p>8. Participate in physical activities daily</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.D Makes heathy food and exercise choices. Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.</p>
<p>9. Use language to describe movement concepts and spatial locations</p>	<p><u>Creative Development</u> 31. Dance and Movement 31.1.D Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts. moves to the beat of a song.</p>
<p>10. Understand own stages of growth (e.g., height, weight, mobility)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.G Makes heathy food and exercise choices. Explains the importance of nutrition, exercise and rest in maintaining wellness.</p>

<p>11. Make healthy choices (e.g., eats veggies and fruits)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.E Makes heathy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.</p>
<p>D. Injury Prevention and Safety</p>	
<p>1. Begin to recognize and respond appropriately to potentially dangerous objects and substances (e.g., medicine, poison, broken glass, matches, fireplace/campfire)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.B Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted.</p>
<p>2. Know rules for traffic and pedestrian safety (e.g., crossing street in crosswalk, buckles up in vehicle)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules.</p>
<p>3. Know safe and proper use of classroom materials</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules. <u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rues and routines. Expresses feelings about fairness.</p>

<p>4. Know safe behaviors in the classroom (e.g., walks indoors) and on the playground (e.g., participate safely in the activities)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules. <u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>5. Begin to set boundaries regarding personal safety around strangers</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.D Demonstrates safe practices. Identifies dangerous situations and seeks out help.</p>
<p>6. Follow routines in emergency situations (e.g., fire and tornado drills, “lock downs,” calling 911)</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.F Demonstrates safe practices. Applies general safety rules to a variety of everyday situations with little prompting.</p>

Social and Emotional Development

North Dakota Early Learning Guidelines for ages 3–5	Developmental Continuum of the Experience Early Learning Skills
Social and Emotional Development	
A. Self Concept	
1. Know own name (first and last) and age	<p><u>Social and Emotional Development</u> 1. Self Concept</p>
2. Identify own gender	<p><u>Social and Emotional Development</u> 1. Self Concept</p>
3. Participate in and talks about own cultural traditions	<p><u>Social Studies</u> 21. Families and Communities 21.2.C Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs.</p>
4. Show initiative and self direction	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2. Takes responsibility 2. Self Direction</p>

5. Recognize own feelings/emotions	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.D Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.</p>
6. Begin to answer, “Who am I?” (e.g., attributes various characteristics to self)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.1. Expresses preferences.</p>
7. Demonstrate self confidence, is emotionally secure	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3 Identifies and manages feelings</p>
B. Self Regulation	
1. Regulate feelings/emotions (e.g., self calming)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.B&D Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures. Soothes self. Recognizes personal feelings. Controls impulses with reminders.</p>
2. Regulate physical actions (e.g., follows classroom rules and routines, uses classroom materials purposefully and respectfully, manages transitions and adapts to changes in routine)	<p><u>Social and Emotional Development</u></p> <p>2. Self Direction</p> <p>2.1 Follows rules and routines</p> <p>2.3 Transitions and adapts</p>
3. Understand what constitutes appropriate and inappropriate behavior in different situations (e.g., in the classroom, on the playground)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.2 Takes Responsibility</p> <p>2. Self Direction</p> <p>2.1 Follows rules and routines</p>

C. Self Reliance and Resiliency	
1. Begin to take care of own emotional needs (e.g., accepts and asks for hugs and self soothes when needed)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.B Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures. Soothes self.</p>
2. Begin to take care of own physical needs (e.g., when hungry eats or asks for food, when cold dresses warmer, uses lavatory as needed)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.B Identifies and manages feelings. Shows a range of emotions with facial expressions and gestures. Soothes self.</p>
3. Use coping skills appropriately (e.g., reads body language and adjusts behavior if needed)	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.E&F Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings. Describes appropriate responses.</p> <p>3. Social Relationships</p> <p>3.3.D&E Cares for and responds to others. Explains a reason why someone may be happy or sad. Tries to comfort and assure familiar children or adults.</p>
4. Find humor in a widening variety of situations	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3. Identifies and manages feelings.</p>
5. Assert own rights (e.g., holds on when they have something first; speaks up if own turn is skipped)	<p><u>Social and Emotional Development</u></p> <p>2. Self Direction</p> <p>2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>

D. Social Competence.	
<p>1. Work with others in play and group activities (e.g., uses names, shares, takes turns, asks for help).</p> <p>a. Negotiate roles and tasks when working with peers.</p>	<p><u>Social and Emotional Development</u></p> <p>3. Social Relationships</p> <p>3.1 Builds positive relationships.</p> <p>3.2 Cooperates</p>
<p>2. Participate in a variety of group and individual activities, tasks, and play</p>	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.2 Takes responsibility</p> <p>2. Self Direction</p> <p>2.2 Maintains attention</p> <p>3. Social Relationships</p> <p>3.1 Builds positive relationships</p> <p>3.2 Cooperates</p>
<p>3. Use acceptable methods to resolve conflicts and disagreements with peers</p>	<p><u>Social and Emotional Development</u></p> <p>3. Social Relationships</p> <p>3.2.D&E Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems. Seeks out opportunities to help others. Tries to solve own social problems.</p>
E. Interactions with Peers and Adults	

<p>1. Begin to trust appropriately (e.g., does not hug strangers)</p>	<p><u>Social and Emotional Development</u></p> <p>3. Social Relationships</p> <p>3.1 B&C Builds positive relationships. Greets and stays near familiar people. Plays side-by-side with new or familiar person.</p> <p><u>Social Studies</u></p> <p>21. Families and Communities</p> <p>21.1.B&C Identifies community and family roles.</p> <p>Recognizes the difference between a familiar and unfamiliar person. Identifies familiar people and pets.</p>
<p>2. Begin to attach appropriately (e.g., forms relationships with nurturing adults)</p>	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.A Identifies and manages feelings. Calms with support from caretaker.</p> <p>3. Social Relationships</p> <p>3.1 B&C Builds positive relationships. Greets and stays near familiar people. Plays side-by-side with new or familiar person.</p> <p><u>Social Studies</u></p> <p>21. Families and Communities</p> <p>21.1.B&C Identifies community and family roles.</p> <p>Recognizes the difference between a familiar and unfamiliar person. Identifies familiar people and pets.</p>
<p>3. Begin to interact with others regardless of differences</p>	<p><u>Social Studies</u></p> <p>21. Families and Communities</p> <p>21.3.D Respects diversity. Interact with peers who look, learn believe or move differently.</p>

<p>4. Begin to respect the feelings, opinions, and perspectives of others</p>	<p><u>Social Studies</u> 21. Families and Communities 21.3 Respects Diversity <u>Social and Emotional Diversity</u> 3. Social Relationships 3.2 Cooperates 3.3 Cares for and responds to others</p>
<p>5. Begin to understand that other people have rights (e.g., stands up for a friend)</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.G Understands citizenship. Identifies individual rights. determines if rules support the common good. 22.2.D Understands concepts of trade. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
<p>6. Begin to understand the concept of fairness (e.g., everyone gets a turn or a piece of fruit)</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1. Understands citizenship. 22.2. Understands concepts of trade. <u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>7. Begin to participate in and talks about the cultural traditions of others</p>	<p><u>Social Studies</u> 21. Families and Communities 21.2.E Explores cultures and traditions. Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>

8. Begin to read social cues	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.3. Cares for and responds to others.</p>
9. Begin to seek and/or accepts help from a peer or adult when encountering challenges (e.g., asks adult for help if something is out of reach, negotiates with peer before calling for teacher)	<p><u>Social and Emotional Development</u> 1. Self Concepts 1.2.C&D Takes responsibility. Asserts a desire to start or end an activity. Asks for help. Initiates an activity and seeks help to complete it. 3. Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
10. Converse with peers and adults	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons.</p>
11. Begin to care for others and demonstrates a desire to be helpful (e.g., comforts a friend who is crying)	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.3.E Cares for and responds to others. Tries to comfort and assure familiar children or adults.</p>
12. Begin to develop friendships with peers	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.1.F Builds positive relationships. Begins to describe friendships and other meaningful relationships.</p>

13. Begin to develop relationships with adults	<p><u>Social and Emotional Development</u></p> <p>3. Social Relationships</p> <p>3.1.F Builds positive relationships. Begins to describe friendships and other meaningful relationships.</p>
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Approaches to Learning

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

A. Initiative and Curiosity	
1. Make independent and interdependent decisions and choices	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.1.D Expresses preferences. When given two to three options, chooses his/her most desired option.</p> <p>1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.</p>
2. Show eagerness and a sense of wonder about their world	<p><u>Social Studies</u></p> <p>21. Families and Communities</p> <p>21.3.E Respects diversity. Asks questions about how others live, eat, play and believe.</p>

<p>3. Show interest in discovering and learning new things</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.</p>
<p>4. Choose to participate in an increasing variety of experiences</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.3.F Transitions and adapts. Transitions from one activity to the next and helps others through the transition. 3. Social Relationships 3.1.D&E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p>
<p>B. Engagement and Persistence (e.g., application)</p>	
<p>1. Sustain attention and focus on activities</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.2.C Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>2. Are increasingly able to plan and follow through on plans</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.</p>

<p>3. Persevere in completing a variety of learning experiences</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.2.D Maintains attention. Practices or repeats an activity many times until successful.</p>
<p>4. Filter out/ignore most distractions and interruptions</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.2.E Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p>5. Apply appropriate coping skills (e.g., asks for help when needed)</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it. 3. Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>C. Flexibility and Risk Taking</p>	
<p>1. Use a variety of strategies to solve problems</p>	<p><u>Mathematics and Reasoning</u> 20. Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>

<p>2. Seek and/or accept help from others when encountering a challenge</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it. 3. Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>3. Choose to participate in a variety of familiar and new experiences</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.3.F Transitions and adapts. Transitions from one activity to the next and helps others through the transition. 3. Social Relationships 3.1.D&E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p>
<p>4. Are increasingly able to differentiate between appropriate and inappropriate risk taking</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3B&D Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted. Identifies dangerous situations and seeks out help.</p>
<p>D. Imagination and Invention (e.g., creativity)</p>	

<p>1. Use/combine materials/strategies in novel ways to explore, play, and solve problems</p>	<p><u>Mathematics and Reasoning</u> 20. Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>
<p>2. Engage in pretend play taking on various roles with real or imaginary objects</p>	<p><u>Creative Development</u> 33. Drama 33.1.C Participate in dramatic play. Uses words, actions and props to pretend. 33.2.E Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>3. Explore and experiment with a wide variety of materials and activities</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.B&C Observes and experiments. Uses senses to explore environment. Investigates an object or group of objects in multiple ways.</p>
<p>4. Explore and experiment through repeated exposure to the same or similar materials and activities</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.C&D Observes and experiments. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p>
<p>E. Compliance</p>	

<p>1. Follow simple directions</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.2.C Follows verbal directions. Follows related two-steps directions given verbally.</p>
<p>2. Imitate</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.2.B Cooperates. Mimics actions of others. <u>Creative Development</u> 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>
<p>3. Cooperate</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.2. Cooperates.</p>

<p>4. Recall/remember</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.3.C Transitions and adapts. Anticipates what comes next within a daily routine. Redirect to a new activity with help from caregivers. <u>Language and Literacy</u> 9. Vocabulary 9.1.B Builds vocabulary. Repeats words heard frequently in environment. <u>Social Studies</u> 21. Families and Communities 21.1.C Identifies community and family roles. Identifies familiar people and pets. 21.2.C Explores culture and traditions. Recognizes familiar symbols or artifacts of family traditions or customs.</p>
<p>5. Understand/comprehend</p>	<p><u>Language and Literacy</u> 7. Listening comprehension 7.1 Comprehends spoken language 7.2 Follows verbal directions 13. Reading Comprehension 13.2 Retells, asks and answers questions</p>
<p>F. Reflection and Interpretation (e.g. analysis, evaluation)</p>	

<p>1. Are increasingly able to predict possible outcomes based upon prior experience and learning (e.g., “round objects roll down hill”)</p>	<p><u>Science</u> 25. Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes. <u>Mathematics and Reasoning</u> 20. Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>2. Apply prior experience and learning to new situations (e.g., “If I want crispy cereal, I need to eat it right after I add milk.”)</p>	<p><u>Science</u> 25. Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes. <u>Mathematics and Reasoning</u> 20. Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>3. Are increasingly able to generate ideas, suggestions, and possible solutions for questions, tasks, and challenges</p>	<p><u>Science</u> 25. Scientific Reasoning <u>Mathematics and Reasoning</u> 20. Logic <u>Social and Emotional Development</u> 3. Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>4. Create, hold, and manipulate mental images of objects and people (e.g., can picture a dog running in his/her mind)</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.2.F. Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p>5. Communicate ideas, suggestions, and possible solutions to others</p>	<p><u>Science</u> 25. Scientific Reasoning <u>Mathematics and Reasoning</u> 20. Logic <u>Social and Emotional Development</u> 3. Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p>

Expressive Arts and Creative Thinking

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

A. Music and Dance	
<p>1. Use a variety of media and materials for sensory experience, exploration, and creative expression</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.B Observes and experiments. Uses sense to explore environment.</p> <p><u>Creative Development</u> 32. Visual Arts 32.1.B&C Develops artistic techniques. Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.</p>
<p>2. Incorporate a variety of elements (e.g., tempo, beat, rhythm, dynamics, pitch, tone, notation, patterns, flexibility fluidity, style, synchronization, repetition, imitation)</p>	<p><u>Creative Development</u> 30. Music 30.1 Develops rhythm and tone. 30.2 Expresses through music. 31. Dance and Movement 31.1 Develops dance and movement techniques. 31.2 Expresses through dance and movement.</p>

<p>3. Apply a variety of processes (e.g., playing simple instruments, vocalizing, singing, moving, swinging, locomotion, balancing, twirling, leaping, reading musical notations, observation)</p>	<p><u>Creative Development</u> 30. Music 30.1 Develops rhythm and tone. 30.2 Expresses through music. 31. Dance and Movement 31.1 Develops dance and movement techniques. 31.2 Expresses through dance and movement. <u>Physical Development</u> 4. Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements 5. Fine Motor 5.1 Controls small movements</p>
<p>4. Coordinate movement with a tempo (e.g., marching and dancing to music)</p>	<p><u>Creative Development</u> 31. Dance and Movement 31.1.D Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. 31.2.C Expresses through visual arts. Moves in own way to music and rhythm.</p>
<p>B. Visual Arts</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>1. Use a variety of media and materials for sensory experience, exploration, and creative expression</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.B Observes and experiments. Uses sense to explore environment. <u>Creative Development</u> 32. Visual Arts 32.1.B&C Develops artistic techniques. Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.</p>
<p>2. Incorporate a variety of elements (e.g., shape, line, color, texture, symbolism)</p>	<p><u>Creative Development</u> 32. Visual Arts 32.2.C Expresses through visual arts. Uses materials to create shapes and symbols.</p>
<p>3. Apply a variety of two-dimensional and three-dimensional processes (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition)</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>4. Represent experience, thoughts, concepts, and/or ideas through visual arts</p>	<p><u>Creative Development</u> 32. Visual Arts 32.2.F Expresses through visual arts. Creates arts to represent an idea or object. Explains how it was made.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>5. Select different media and processes to express emotions and ideas</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.D Develops artistic techniques. Chooses an object or art tool to use with a given medium for a desired effect.</p>
<p>6. Progress through developmental stages of drawing (e.g., Rhoda Kellogg’s Stages of Scribbling, 1967)</p>	<p><u>Creative Development</u> 32. Visual Arts 32.2. Expresses through visual arts. <u>Language and Literacy</u> 14. Emergent Writing 14.2 Expresses through writing</p>
<p>7. Use safe procedures when handling art materials and tools</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules.</p>
<p>8. Use a variety of media, materials, and tools to create</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.C Develops artistic techniques. Explores a variety of artistic tools and media.</p>
<p>C. Dramatic Play and Movement</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>1. Use a variety of media and materials for sensory experience, exploration, and creative expression</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.B Observes and experiments. Uses sense to explore environment. <u>Creative Development</u> 32. Visual Arts 32.1.B&C Develops artistic techniques. Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.</p>
<p>2. Incorporate a variety of elements (e.g., character, theme, setting, idea, plot, props, costume, make-up)</p>	<p><u>Creative Development</u> 33. Dramatic Play 33.1 Participates in dramatic play 33.2 Uses and creates props</p>
<p>3. Apply a variety of dramatic play processes (e.g., role-play, imitation, observation, listening, giving objects attributes they do not have, personification, pretend, vocalize environmental sounds, dramatize)</p>	<p><u>Creative Development</u> 33. Dramatic Play 33.1 Participates in dramatic play 33.2 Uses and creates props</p>
<p>D. Appreciation of the Arts</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

<p>1. Use a variety of media and materials for sensory experience, exploration, and creative expression</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.B Observes and experiments. Uses sense to explore environment. <u>Creative Development</u> 32. Visual Arts 32.1.B&C Develops artistic techniques. Uses hands and feet to explore a variety of media. Explores a variety of artistic tools and media.</p>
<p>2. Participate in a variety of expressive arts experiences (e.g., see A. B. & C. above)</p>	<p><u>Creative Development</u> 30. Music 31. Dance and Movement 32. Visual Arts 33. Drama</p>

<p>3. Incorporate various elements and processes of each expressive/creative arts</p>	<p><u>Creative Development</u> 30. Music 30.1 Develops rhythm and tone 30.2 Expresses through music 31. Dance and Movement 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 ind dramatic play 33.2 Uses and creates props</p>
<p>4. Show others and/or talk about what they have made or have done</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p>
<p>5. Show interest and respect for the expressive/creative work of self and others</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p>
<p>6. Share opinions about likes and dislikes related to expressive/creative arts</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p>

<p>7. Share experiences, ideas, and thoughts about the expressive/creative arts</p>	<p><u>Creative Development</u> 32. Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p>
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Mathematics and Logical Thinking

<p>A. Number Sense and Operations</p>	
<p>1. Demonstrate understanding of the pre-number concepts of...</p>	
<p>1a. Comparison (e.g., same/different)</p>	<p><u>Math</u> 16. Shapes 16.1.B Identifies shapes. Matches two identical shapes.</p>
<p>1b. Matching (e.g., looks the same/like this color, shape, etc.)</p>	<p><u>Math</u> 16. Shapes 16.1.B Identifies shapes. Matches two identical shapes. 18. Patterns and Sorting 18.2.C Matches, sorts and charts. Sort objects by one feature, such as size or color.</p>

<p>1c. Classification (e.g., grouping by attribute(s))</p>	<p><u>Science</u> 26 Life Science 26.2.C Classifies organisms. Groups living things by common characteristics.</p>
<p>1d. Patterns (e.g., repetition, like red-blue-red-blue-red blue or clap-clap-slap, clap-clap-slap,... or jump-squat-jump, jump-squat-jump,... etc.)</p>	<p><u>Math</u> 18. Patterns and Sorting 18.1.C Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue. <u>Creative Development</u> 30. Music 30.1.D Develops rhythm and tone. Claps along to simple rhythm patterns...</p>
<p>1e. One-to-one correspondence (e.g., object pairing, each plate has a cup, each locker has coat)</p>	<p><u>Math</u> 15. Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations.</p>
<p>1f. Seriation (e.g., order, short to long, heavy to light, first to last event)</p>	<p><u>Math</u> 19. Measurement 19.2.C&D Compares and seriates. 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.</p>

<p>1g. Spatial relationships (e.g., directionality, position in space)</p>	<p><u>Math</u> 17. Spatial Awareness. 17.2.C&D Determines object location. When prompted, finds or places objects next to, between, in front of or behind self. Finds or places object next to , between, in front of or behind objects not related to self.</p>
<p>1h. Conservation (e.g., when children come to understand that amount, volume, and mass stay the same despite a change in appearance)</p>	<p><u>Math</u> 19. Measurement 19.1.F Estimates and measures. Makes logical estimates and uses measurement tools to check estimation.</p>
<p>1i. Subitizing (e.g., instant recognition of number of objects in a set-without counting)</p>	<p><u>Math</u> 15 Number Concepts 15.3.C Understands operations. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>2. Demonstrate understanding of the one-to-one counting principle (e.g., one and only one number word is assigned to each counted object)</p>	<p><u>Math</u> 15 Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting (not always in correct order).</p>
<p>3. Demonstrate understanding of the stable order counting principle (e.g., the numerals are always in the same order: 1, 2, 3,)</p>	<p><u>Math</u> 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.</p>

<p>4. Demonstrate understanding of the cardinality counting principle (e.g., the last number represents the quantity of counted objects)</p>	<p><u>Math</u> 15. Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity 15.3 Understands operations.</p>
<p>5. Demonstrate understanding of the abstraction counting principle (e.g., any discrete objects can be counted)</p>	<p><u>Math</u> 15 Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting (not always in correct order).</p>
<p>6. Demonstrate understanding of the order irrelevance counting principle (e.g., the order in which you count the objects does not affect the cardinality/total)</p>	<p><u>Math</u> 15 Number Concepts 15.3.C Understands operations. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>7. Demonstrate the numeracy strategy of...</p>	
<p>7a. Rote counting (e.g., from memory)</p>	<p><u>Math</u> 15. Number Concepts 15.2.B Counts to determine quantity. Verbally counts (not always in correct order).</p>
<p>7b. Rational counting (e.g., meaningful counting)</p>	<p><u>Math</u> 15. Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting (not always in correct order).</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>7c. Counting-on (e.g., after 4 comes...)</p>	<p><u>Math</u> 15. Number Concepts 15.2.F Counts to determine quantity. Counts to one hundred by ones and tens. Count's forward from a given number.</p>
<p>7d. Counting-back (e.g., count backwards from 7)</p>	<p><u>Math</u> 15. Number Concepts 15.2. Counts to determine quantity.</p>
<p>7e. Skip, or group, counting (e.g., 2, 4, 6,... or 5, 10, 15, 20...)</p>	<p><u>Math</u> 15. Number Concepts 15.2. Counts to determine quantity.</p>
<p>7f. Number benchmark (e.g., numbers like 2, 5, 10 are anchors, for instance 4 is one less than 5)</p>	<p><u>Math</u> 15. Number Concepts 15.2. Counts to determine quantity. 15.3. Understands operations.</p>
<p>8. Use numeric symbolic representation (e.g., recognizing, naming and writing number symbols from zero through 10)</p>	<p><u>Math</u> 15. Number Concepts 15.1.F Identifies numerals. Identifies and writes numerals to twenty.</p>
<p>9. Demonstrate understanding that numbers can also be used as names (Channel 5), to indicate order (1st, 3rd), to describe relationships (2nd cousin), and to indicate locations (addresses)</p>	<p><u>Math</u> 15. Number Concepts 15.1. Identifies numerals. 15.3. Understands operations.</p>

<p>10. Use mathematical vocabulary to compare groups of objects and numerals (e.g., same, larger than, smaller than)</p>	<p><u>Math</u> 19 Measurement 19.2.E Compares and seriates. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.</p>
<p>11. Know that the quantity of objects can change by adding or taking away objects</p>	<p><u>Math</u> 15. Number Concepts 15.3.C Understands operations. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>12. Use number sense to solve simple problems</p>	<p><u>Math</u> 15. Number Concepts 15.3.E Understands operations. Solves addition and subtraction problems within ten.</p>
<p>B. Spatial Sense</p>	
<p>1. Identify, name, describe, draw, and build common two and some three dimensional shapes</p>	<p><u>Math</u> 16. Shapes 16.1.E&G Identifies shapes. Describes basic and complex two- and three-dimensional shapes using own words. Describes and draws defining features of shapes. 16.2.F Manipulates parts and wholes. Creates complex shapes by putting together other shapes. Takes apart complex shapes into simple shape pieces.</p>

<p>2. Find geometric shapes in the environment</p>	<p><u>Math</u> 16. Shapes 16.1.F Identifies shapes. Describes objects in the environment as two- and three-dimensional shapes.</p>
<p>3. Use spatial vocabulary to indicate directionality, order, and position of objects (e.g., above & below, inside & outside, next to, behind, after & before)</p>	<p><u>Math</u> 17. Spatial Awareness. 17.2.E Determines object location. Explains the location of an object in relation to another object or person.</p>
<p>4. Compare, classify (sort), and seriate (order) two and three dimensional shapes based upon one or more attributes (e.g., line, sides, corners, size, shape, color)</p>	<p><u>Math</u> 19. Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>5. Show an awareness of symmetry (e.g., notices symmetry of own body, notices symmetry of “butterfly” paint blot folded, creates symmetrical block structures)</p>	<p><u>Math</u> 17. Spatial Awareness. 17.1.G Flips and rotates objects. Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.</p>
<p>6. Experiment with mapping skills using classroom materials (e.g., sandbox, block area, transportation mat)</p>	<p><u>Math</u> 17. Spatial Awareness 17.2.F Determines object location. Makes simple maps or models to represent the location of objects.</p>

<p>7. Demonstrate understanding that a shape remains the same shape regardless of its position in space (e.g., flip or rotate a triangle—it is still a triangle)</p>	<p><u>Math</u> 17 Spatial Awareness 17.1.D Flips and rotates objects. Matches two similar objects that are turned or positioned in different ways.</p>
<p>8. Begin to understand that geometric shapes can be put together or taken apart to make other shapes (e.g., two equal, right triangles can be combined to form either a square or a rectangle, a rectangle or square can be divided corner to corner to become 2 triangles)</p>	<p><u>Math</u> 16. Shapes 16.2.C Manipulates parts and wholes. puts together two to three pieces to create a whole object.</p>
<p>9. Demonstrate understanding of spatial sense in solving problems (e.g., uses parquetry blocks to fill in a template, completes puzzles successfully inserts shapes into correct/matching opening)</p>	<p><u>Math</u> 16. Shapes 16.1. Identifies shapes 16.2. Manipulates parts and wholes.</p>
<p>C. Measurement</p>	
<p>1. Use familiar objects for measurement (e.g., shoes, paperclips, blocks, etc.)</p>	<p><u>Math</u> 19. Measurement 19.1.D Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
<p>2. Begin to use standard devices for measuring (ruler, scale, measuring cups, timer, thermometer, calendars, etc.)</p>	<p><u>Math</u> 19. Measurement 19.1.F Estimates and measures. Makes logical estimates and uses measurement tools to check estimation.</p>

<p>3. Demonstrate understanding of an awareness of time concepts (e.g., that a minute is less than an hour, o'clock/time by hour, clean up will be in 5 minutes)</p>	<p><u>Math</u> 19. Measurement 19.1.G Estimates and measures. Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.</p>
<p>4. Know the sequence of various events (e.g., snack is before story time, we go outside after playtime)</p>	<p><u>Math</u> 19. Measurement 19.2.F Compares and seriates. Orders multiple objects by two or more features. Orders events in time. <u>Social Studies</u> 24. History 24.1. E. Describes past events. Uses languages of time to describe familiar sequences of events.</p>
<p>5. Begin to use appropriate measurement vocabulary (e.g., inch, foot, pounds, hours, days)</p>	<p><u>Math</u> 19. Measurement 19.1.G Estimates and measures. Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours. <u>Language and Literacy</u> 9. Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>

<p>6. Use appropriate comparative vocabulary (e.g., heavy/light, full/empty, shorter/taller, day/night, hot/ cold)</p>	<p><u>Math</u> 19. Measurement 19.2.E Compares and seriates. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events. <u>Language and Literacy</u> 9. Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p>7. Seriate a set of objects based upon an attribute (e.g., height, length, size/mass, weight, time/order)</p>	<p><u>Math</u> 19. Measurement 19.2.E Compares and seriates. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.</p>
<p>8. Demonstrate understanding that different sized containers will hold more or less (note: keep Piaget’s developmental conservation tasks in mind)</p>	<p><u>Math</u> 19. Measurement 19.1.G Estimates and measures. Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.</p>
<p>9. Begin to recognize and name common coins and understands that coins have different values (e.g., penny, nickel, dime)</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.2.F Understands concepts of trade. Exchanges money, goods, or services for other goods o services.</p>

D. Patterns and Algebra Functions	
<p>1. Order/sequence objects by attribute(s) (e.g., height, weight, color intensity)</p>	<p><u>Math</u> 19. Measurement 19.2.E Compares and seriates. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.</p>
<p>2. Explain why and how objects are organized (e.g., How did you decide which one went...?)</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.E Matches, sorts and charts. Sorts objects by more than one feature and explains why.</p>
<p>3. Demonstrate understanding of patterns (e.g., ababab and see A.4.)</p>	<p><u>Math</u> 18. Patterns and sorting 18.1.C Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue.</p>
<p>4. Recognize, describe, and replicate patterns of objects, sounds, and movements</p>	<p><u>Math</u> 18. Patterns and sorting 18.1.D Identifies and creates patterns. Creates and extends two-step patterns. <u>Creative Development</u> 30. Music 30.1.E Develops rhythm and tone. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>

<p>5. Predict and extend patterns of objects, sounds and movements</p>	<p><u>Math</u> 18. Patterns and sorting 18.1.D Identifies and creates patterns. Creates and extends two-step patterns. <u>Creative Development</u> 30. Music 30.1.E Develops rhythm and tone. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>6. Use concrete objects to represent and solve a problem (e.g., six cookies & three children, how many each?)</p>	<p><u>Math</u> 20. Logic 20.1 Solves problems</p>
<p>E. Representing and Interpreting Data</p>	
<p>1. Represent newly acquired information in a variety of ways (e.g., stories, drawing, dramatic play, movement)</p>	<p><u>Creative Development</u> 31. Dance and movement 32. Visual Arts 33. Drama <u>Language and Literacy</u> 13. Reading Comprehension 13.2 Retells, asks and answers questions.</p>

<p>2. Gather information about themselves and their environments (e.g., personal characteristics such as age, hair color, where they live, number of chairs in classroom)</p>	<p><u>Social and Emotional Development</u> 1. Self Concept <u>Social Studies</u> 21. Families and Communities 23. Geography</p>
<p>3. Gather, sort, and compare objects by attribute(s) in the context of daily activities and play (e.g., fruit in fruit bowl, all unit sized blocks on same shelf, float & sink)</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.F Matches, sorts and charts. Identifies, sorts and classifies objects y at least two features.</p>
<p>4. Place objects in a “concrete” floor or table graph by attribute (e.g., column of tie shoes, column of Velcro shoes, column of slip on shoes)</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.G Matches, sorts and charts. Answers questions bout data or objects sorted into up to three categories.</p>
<p>5. Place representative items in a “pictorial” floor, table, or wall graph by attribute (e.g., children’s name tags instead of shoes, pictures of objects, etc.)</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.G Matches, sorts and charts. Answers questions bout data or objects sorted into up to three categories.</p>
<p>6. Identify the category or categories that have the most or the fewest items in a floor or table graph</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.G Matches, sorts and charts. Answers questions bout data or objects sorted into up to three categories.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>7. “Read” and interpret displays of data, like concrete and pictorial charts/graphs, using comparison vocabulary (e.g., verbalize which column has more/less)</p>	<p><u>Math</u> 18. Patterns and sorting 18.2.G Matches, sorts and charts. Answers questions about data or objects sorted into up to three categories.</p>
<p>F. Reasoning</p>	
<p>1. Begin to use mathematical vocabulary to express ideas mathematically (e.g., “If we add your two to my three we’ll have five”)</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.F Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p>2. Make predictions based upon observations and information (e.g., complete patterns, estimate, “You need more marbles to have six”, verbalize own logic for Piaget’s conservation tasks)</p>	<p><u>Science</u> 25. Scientific Reasoning 25.1. Inquires and predicts. 25.3 Evaluates and infers.</p>
<p>3. Use simple strategies to mathematically solve problems (e.g., use one-to-one correspondence to pass out snack items, divides four cookies into two piles of two to share with friend)</p>	<p><u>Math</u> 15. Number Concepts. 15.3 Understand operations. 20. Logic 20.1 Solves problems</p>
<p>4. Begin to understand that problems often can be solved in more than one way</p>	<p><u>Math</u> 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>5. Begin to compare and contrast solution strategies (e.g., counting on fingers, combining and separating sets/groups)</p>	<p>Math 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>6. Begin to develop estimation skills (e.g., the number of blocks that will fit on the shelf, number of children in the room)</p>	<p>Math 19. Measurement 19.1.E Estimates and measures. Estimates (not always logically) size and volume. Measures and describes findings.</p>

Science and Problem Solving

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>A. Knowledge</p>	
<p>1. Know basic states of matter (e.g., solid, liquid, gaseous)</p>	<p>Science 27. Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment.</p>
<p>2. Know that objects have certain properties (e.g., color, size, shape, smell, texture)</p>	<p>Math 19. Measurement 19.2.C Compares and seriates Compares and orders two to three objects according to size, length, hue or weight.</p>

<p>3. Know that the physical properties of things can change</p>	<p>Science 27. Physical Science 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur.</p>
<p>4. Know ways to group objects based on basic properties</p>	<p>Science 27. Physical Science 27.1.F Identifies properties of matter. Classifies and sorts materials by a variety of physical properties.</p>
<p>5. Understand properties of liquids (e.g., they are different from solids; they take the shape of their container)</p>	<p>Science 27. Physical Science 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur.</p>
<p>6. Identify differences between living and non-living things</p>	<p>Science 26. Life Science 26.2.E Classifies organisms. Sorts organisms and living or non-living and explains why.</p>
<p>7. Know that animals live in different habitats on earth that are supportive of their growth</p>	<p>Science 26. Life Science 26.2.F Classifies organisms. Describes how living things attain what they need to survive. 28. Earth Science 28.2.E Explores ecosystems. Describes a habitat and it’s characteristics.</p>
<p>8. Know that living things are made up of different parts</p>	<p>Science 26. Life Science 26.2.C Classifies organisms. Groups living things by common characteristics.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

<p>9. Know that plants and animals need food, water, air, and sun to survive</p>	<p>Science 26. Life Science 26.1.E Identifies basic needs. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.</p>
<p>10. Know simple ways that living things can be grouped (e.g., by skin covering, by habitat/environment)</p>	<p>Science 26. Life Science 26.2.C Classifies organisms. Groups living things by common characteristics.</p>
<p>11. Know that living things go through life cycles (e.g., growth, development, reproduction)</p>	<p>Science 26. Life Science 26.1 Identifies basic needs. 26.2 Classifies organisms.</p>
<p>12. Recognize and use vocabulary that describes major features of the sky (e.g., clouds, sun, moon, stars)</p>	<p>Science 28. Earth Science 28.1.G Identifies weather and climates. Explains the basic properties of the sun, moon and earth. Describes the role of the the sun on weather and day/night patterns.</p>
<p>13. Know ways that technology may be used to access information</p>	<p>Science 29. Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.</p>
<p>B. Observation</p>	
<p>1. Use their five senses to explore materials and the environment</p>	<p>Science 25. Scientific Reasoning 25.2.B Observes and experiments. Uses sense to explore environment.</p>

<p>2. Use words to identify and describe the physical characteristics objects and animals</p>	<p>Science 26. Life Science 26.2. Classifies organisms. 27. Physical Science 27.1 Identifies properties of matter.</p>
<p>3. Identify and describe changes that occur in their world (e.g., natural processes, forces of nature)</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.3 Evaluates and infers.</p>
<p>4. Develop simple explanations for observations</p>	<p>Science 25 Scientific Reasoning 25.2.D Observes and experiments. Observes and describes actions or changes that occur to familiar objects and people.</p>
<p>C. Inquisitiveness</p>	
<p>1. Express wonder about the natural world</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>
<p>2. Ask questions and seek answers through active exploration</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>
<p>3. Hypothesize about phenomena (e.g., speculate about why an event/ process occurs)</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>

<p>4. Predict phenomena (e.g., speculate about what might happen next)</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>
<p>5. Wonder about cause and effect relationships</p>	<p>Science 25 Scientific Reasoning 25.3.A Evaluates and infers. Explores cause and effect.</p>
<p>6. Explore and experiment with different materials, objects, and situations</p>	<p>Science 25 Scientific Reasoning 25.2.C Observes and experiments. Investigates an object or group of objects in multiple ways.</p>
<p>7. Show interest in and discovers relationships and patterns</p>	<p>Science 25 Scientific Reasoning 25.3.Evaluates and infers. Math 18. Patterns ad Sorting 18.1. Identifies and creates patterns.</p>
<p>D. Investigation</p>	
<p>1. Use tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) for investigation of the environment</p>	<p>Science 29. Technology 29.1. Explores technology. Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p>2. Gather simple information and data about the environment through a variety of means including discussions, drawings, maps, and charts</p>	<p>Social Studies 23. Geography 23.2. Uses maps. Math 18. Patterns and Sorting 18.2. Matches, sorts and charts</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>3. Make comparisons between objects that have been collected or observed</p>	<p>Math 19. Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>4. Sort living things by characteristics (e.g., behavior, environment, appearance)</p>	<p>Science 26. Life Science 25.2.C Classifies organisms. Groups living things by common characteristics.</p>
<p>5. Record and interpret data that has been collected (e.g., float and sink—heavy items sink)</p>	<p>Science 25 Scientific Reasoning 25.2.G Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.</p>
<p>6. Begin to develop procedures and thinking skills for investigating the world (e.g., there are a variety of ways to examine phenomena/processes)</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>
<p>7. Begin to ask questions, identify problems, and propose ways to answer/solve them</p>	<p>Science 25 Scientific Reasoning 25.1. Inquires and predicts. Math 20. Logic 20.1 Solves problems</p>
<p>8. Test hypotheses (e.g., observes events/processes for similarity to hypothesis)</p>	<p>Science 25 Scientific Reasoning 25.2.F Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

<p>9. Test predictions (e.g., continues with process/experiment to see if prediction is accurate)</p>	<p>Science 25 Scientific Reasoning 25.2.F Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>10. Observe, describe, and investigate changes in materials and cause-effect relationships (e.g., mixing colors, baking)</p>	<p>Science 27 Scientific Reasoning 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur.</p>
<p>E. Application</p>	
<p>1. Begin to describe and discuss predictions, explanations, and generalizations based upon past experiences (e.g., can verbalize where their ideas originate)</p>	<p>Science 25 Scientific Reasoning 25.1 Inquires and predicts. 25.2 Observes and experiments. 25.3 Evaluates and infers.</p>
<p>2. Begin to choose procedures and thinking skills for solving problems and making decisions (e.g., thinks about which method to use)</p>	<p>Math 20. Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>3. Use simple machines in everyday play (e.g., lever, wheel & axle, pulley, wedge, inclined plane, screw, and gears)</p>	<p>Science 29. Technology 29.1.D Explores technology. Uses simple machines and interacts with simple electronic and screen toys.</p>
<p>4. Expand knowledge of and respect for the environment</p>	<p>Science 28 Earth Science 28.2.F Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of environment.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>5. Apply force (e.g., pushing or pulling) to change the position and motion of an object</p>	<p>Science 27. Physical Science 27.2.B Explores forces and motions. Uses body to push or pull toys.</p>
<p>6. Understand simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet)</p>	<p>Science 25. Scientific Reasoning 25.2.D Observe and experiments. Observes and describes actions or changes that occur to familiar objects and people.</p>
<p>7. Combine materials and equipment in different ways to make something new (e.g., building a tent using sheet over table, making a box into a house for a storybook character)</p>	<p>Science 25. Scientific Reasoning 25.2 Observes and experiments. Math 20. Logic 21.1 Solves problems. Creative Development 32. Visual Arts 32.2 Expresses through visual arts 33. Drama 33.2 Uses and creates props.</p>

Social Studies

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>A. Families and Cultures</p>	
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<p>1. Identify and appreciate own ethnicity (e.g., know they are of the tribe and value their tribal traditions)</p>	<p><u>Social Studies</u> 21. Families and Communities 21.2.D Explores cultures and traditions. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>2. Identify self as a member of a family</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self...</p>
<p>3. Describe what a family is</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self... 21.2.D Explores cultures and traditions. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>4. Understand various family roles, responsibilities, rules, and relationships</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D-E Identifies community and family roles. Describes family members and their relationship to self... Identifies roles of self and others and describes the job each may do.</p>

<p>5. Appreciate the ethnic backgrounds of others</p>	<p><u>Social Studies</u> 21. Families and Communities 21.3.D&E Respects Diversity. Interacts with peers who look, learn, believe or move differently. Asks questions about how others live, eat, play and believe.</p>
<p>6. Share family’s daily routines, home language, and traditions</p>	<p><u>Social Studies</u> 21. Families and Communities 21.2.D Explores cultures and traditions. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>7. Demonstrate interest in learning about the routines, languages, and traditions of others</p>	<p><u>Social Studies</u> 21. Families and Communities 21.3.D&E Respects Diversity. Interacts with peers who look, learn, believe or move differently. Asks questions about how others live, eat, play and believe.</p>
<p>8. Demonstrate a beginning understanding of the concept of generations</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.G Identifies community and family roles. Describes how roles and responsibilities of families and groups change over time.</p>
<p>B. Community</p>	

<p>1. Demonstrate understanding that communities are composed of groups of people who live, play, and work together</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D Identifies community and family roles. 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.</p>
<p>2. Perform various tasks that contribute to the well-being of the group</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and helps make group decisions. <u>Social and Emotional Development</u> 3. Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p>
<p>3. Identify communities to which s/he belongs</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p>
<p>4. Begin to understand that media and technology affect their lives (e.g. fear/nightmares from violence on television)</p>	<p><u>Science</u> 29. Technology. 29.1.D Explores technology. Explores simple machines and interacts with simple electronic and screen toys.</p>

<p>5. Recognize, describe and dramatize the roles of individuals in the community</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.</p>
<p>6. Function as a member of the classroom community</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1 Follows rules and routines 3. Social Relationships 3.1 Builds positive relationships 3.2 Cooperates <u>Social Studies</u> 22. Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and helps make group decisions.</p>
<p>7. Begin to understand the types of technology used at home, school, and work</p>	<p><u>Science</u> 29. Technology. 29.1.D Explores technology. Explores simple machines and interacts with simple electronic and screen toys.</p>
<p>8. Explore and discuss the various ways people communicate and travel</p>	<p><u>Social Studies</u> 23. Geography <u>Science</u> 29. Technology <u>Language and Literacy</u> 8. Communication</p>

C. Decision Making	
<p>1. Confidently express individual ideas, opinions, and thoughts</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.F&G Communicates ideas. Explains thoughts about familiar people, places and events. Discusses ideas and feeling about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>
<p>2. Begin to develop a value system (e.g., utilize values in making decisions such as fairness)</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>3. Begin to demonstrate respect for the ideas, opinions, and thoughts of others, even when different from their own</p>	<p><u>Social Studies</u> 21. Families and Communities 21.3.F&G Respects Diversity. Explains how individuals, families and cultures differ. Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.</p>

<p>4. Understand reasons for rules and routines</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness. <u>Social Studies</u> 22. Civics and Economics 22.1.E Understands citizenship. Applies familiar rules and suggests new rules in a variety of situations.</p>
<p>5. Understand and anticipate the consequences of not following the rules</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness. <u>Social Studies</u> 22. Civics and Economics 22.1.E Understands citizenship. Applies familiar rules and suggests new rules in a variety of situations.</p>
<p>6. Participate in classroom decision making</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges. <u>Social Studies</u> 22. Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and helps make group decisions.</p>

<p>7. Participate in creating and following rules and routines</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.F Follows rules and routines. Participates in setting, defining and following rules. <u>Social Studies</u> 22. Civics and Economics 22.1.F Understands citizenship. Discusses the purpose of rules, laws and civic leaders. Participates in voting to make decisions.</p>
<p>8. Begin to set own consequences for behaviors</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.E Follows rules and routines. Explores personal limits. Identifies when others are or are not following familiar rules and routines.</p>
<p>9. Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, “boss”)</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.F Understands citizenship. Discusses the purpose of rules, laws and civic leaders. Participates in voting to make decisions.</p>
<p>10. Make choices about own behavior when presented with alternatives</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.E Follows rules and routines. Explores personal limits. Identifies when others are or are not following familiar rules and routines.</p>

<p>11. Handle basic personal responsibilities related to needs</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.2.F Takes responsibility. Takes care of own needs and personal belongings.</p>
<p>12. Demonstrate some ability to control intense feelings</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.E Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.</p>
<p>13. Begin to differentiate between right, wrong, and confused</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.D Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>D. Places and Environments</p>	
<p>1. Understand that maps can represent his or her surroundings</p>	<p><u>Social studies</u> 23. Geography 23.2.E Uses maps. Identifies what is represented on a map. Draws pictures of current location.</p>
<p>2. Use simple maps, visuals, and objects to represent places and terrains (e.g., mountains, rivers)</p>	<p><u>Social studies</u> 23. Geography 23.2.E Uses maps. Identifies what is represented on a map. Draws pictures of current location.</p>

<p>3. Demonstrate awareness of the need to protect and be good stewards of natural resources (e.g., water, soil, air, plants, animals)</p>	<p><u>Science</u> 28. Earth Science 28.2.E Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of environment.</p>
<p>4. Know common features (e.g., street signs, roads) found in the local environment</p>	<p><u>Social studies</u> 23. Geography 23.1.D Identifies types of places. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>5. Know geographic information about oneself (e.g., the town in which he or lives, address, phone number)</p>	<p><u>Social studies</u> 23. Geography 23.1.C&D Identifies types of places. Identifies a variety of a familiar places, such as the store, car, home or Grandma’s. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>6. Understand that they live in the United States of America</p>	<p><u>Social studies</u> 23. Geography 23.1.F Identifies types of places. Compares the geographic features of own community to another community.</p>
<p>7. Identify characteristics of the places where they live, play, and learn</p>	<p><u>Social studies</u> 23. Geography 23.1.F Identifies types of places. Compares the geographic features of own community to another community.</p>

<p>8. Identify various weather conditions and seasons and how conditions affect what they wear and what they do</p>	<p>Science 28. Earth Science 28.1.E Identifies weather and climates. Explains how weather and climates changes may affect personal life. Identifies the current season..</p>
<p>9. Identify natural features of the environment (e.g., rivers, lakes, mountains)</p>	<p>Social studies 23. Geography 23.1.D Identifies types of places. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>10. Participate in environmental protection activities (e.g., reduce, reuse, recycle, doesn't litter, picks up litter, conserves)</p>	<p>Science 28. Earth Science 28.2.E Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of environment.</p>
<p>11. Begin to understand the concept of ecosystems (e.g., fish live in water, animals live where their food is present)</p>	<p>Science 28. Earth Science 28.2.D Explores ecosystems. Describes what familiar animals and eat and where they live.</p>
<p>E. Resources</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>1. Recognize how resources are used (e.g., water, soil plants, animals, people, money, time)</p>	<p>Science 28. Earth Science 28.2.E Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of environment.</p>
<p>2. Begin to understand the bartering system (e.g., buying, selling, trading)</p>	<p>Social Studies 22. Civics and Economics 22.2.E Understands the concepts of trade. Explores the use of trade to receive objects or services.</p>
<p>3. Begin to understand the value of goods and services through using the bartering system</p>	<p>Social Studies 22. Civics and Economics 22.2.E Understands the concepts of trade. Explores the use of trade to receive objects or services.</p>
<p>4. Develop an understanding of how goods and services are produced and distributed</p>	<p>Social Studies 22. Civics and Economics 22.2.F Understands the concepts of trade. Exchanges money, goods or services for other goods or services.</p>
<p>5. Demonstrate an understanding that people work to earn money to provide food, shelter, goods and services</p>	<p>Social Studies 22. Civics and Economics 22.2.G Understands the concepts of trade. Describes ways one might use use, goods or services.</p>
<p>F. Passage of time</p>	

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the Experience Early Learning Skills

<p>1. Demonstrate a beginning understanding of past, present, and future</p>	<p><u>Social Studies</u> 24. History 24.1.D Describes past events. Recalls information and events from the past.</p>
<p>2. Demonstrate an understanding of the sequence of events</p>	<p><u>Social Studies</u> 24. History 24.1.C Describes past events. Describes events as they happen. Uses words such as first, then.</p>
<p>3. Understand how things, people, and places change over time</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.G Identifies community and family roles. Describes how roles and responsibilities of families and groups change over time.</p>
<p>4. Demonstrate an ability to connect new ideas to past experiences</p>	<p><u>Social Studies</u> 24. History 24.1.D Describes past events. Recalls information and events from the past.</p>
<p>5. Anticipate recurring activities</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.3.C Transitions and adapts. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.</p>

North Dakota Early Learning Guidelines for ages 3–5

Developmental Continuum of the
Experience Early Learning Skills

<p>6. Use time related vocabulary (e.g., first/last, yesterday/today/tomorrow, morning/night, in a few minutes)</p>	<p><u>Social Studies</u> 24. History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p>
<p>7. Remember activities/events in the recent past</p>	<p><u>Social Studies</u> 24. History 24.1.D Describes past events. Recalls information and events from the past.</p>



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

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

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Language and Literacy	7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
		7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
	8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
		8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound.	Uses 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.
	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).
	13 Reading Comprehension		12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points to 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.
		14 Emergent Writing	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.
	13 Retells, asks and answers questions		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.
		14 Writes name, words and sentences	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.
	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.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.

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		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are upside-down and turns them right-side-up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.	
	25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.	
	25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.	
26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.	
	26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.	
27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in the immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter 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 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.	
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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