



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

South Carolina Early Learning Standards for 3, 4 and 5 year-old children
(2009)

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

- Mother Goose Time
- Experience 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:

- 21.2 Explores cultures and tradition
- 23.1 Identifies types of places
- 23.2 Uses maps
- 26.1 Identifies basic needs
- 27.2 Explores forces and motions
- 28.2 Explores ecosystems
- 29.1 Explores technology
- 30.2 Expresses through music
- 31.1 Develops dance and movement techniques
- 31.2 Expresses through dance and movement
- Second Language Acquisition

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

Approaches to Learning/Logic and Reasoning

South Carolina Early Learning Standards for 3, 4 and 5 year-olds

Developmental Continuum of the Experience Early Learning Skills

Approaches to Learning/Logic and Reasoning	
1. Children engage in play as a means to develop their individual approaches to learning.	
<p>AL-3K-1.1 Learn about all the properties and characteristics of materials and equipment through exploratory and imaginative play.</p> <p>AL-4K-1.1 Show creativity and imagination using materials in representational play.</p>	<p><u>Creative Development</u></p> <p>33 Drama</p> <p>33.1.C Participates in dramatic play. Uses words, actions and props to pretend.</p>

<p>AL-K-1.1 Show creativity and imagination in a variety of types of play including literacy and numeracy activities.</p>	<p><u>Creative Development</u> 33 Drama 33.1.C Participates in dramatic play. Uses words, actions and props to pretend.</p> <p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in retelling by role-playing.</p> <p><u>Mathematics and Reasoning</u> 16 Shapes 16.2.F Manipulates parts and wholes. Creates complex shapes by putting together other shapes.</p>
<p>AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.</p> <p>AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.</p> <p>AL-K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.</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. Children show curiosity, Eagerness and satisfaction as a learner.</p>	

<p>AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.</p> <p>AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks and learning centers.</p> <p>AL-K-2.1 choose to participate in an increasing variety of activities, tasks and learning centers.</p>	<p><u>Social and Emotional Development</u> 1 Self Concept 1.1.D Expresses Preferences. When given 2 to 3 options, chooses his/her most desired option.</p>
<p>AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.</p>	<p>Science 25 Scientific Reasoning 25.3.B Evaluates and infers. Recognizes objects, actions, sounds or people associated with a common use or routine.</p>
<p>AL-4K-2.2, AL-K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.</p>	<p>Science 25 Scientific Reasoning 25.1.E Inquires and predicts. Asks questions or shows curiosity...predicts a few outcomes.</p>
<p>AL-3K-2.3, AL-4K-2.3, AL-K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.</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>3. Children demonstrate initiative, engagement, and persistence in learning.</p>	

<p>AL-3K-3.1 Show initiative in selecting and creating activities.</p> <p>AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities.</p> <p>AL-K-3.1 Demonstrate initiative in planning, creating and carrying out activities.</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>AL-3K-3.2 Maintain interest in self selected activities and play.</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>AL-4K-3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.</p> <p>AL-K-3.2 Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.</p> <p>AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5-10 minutes).</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>AL-4K-3.3 Show ability to focus attention for increasing variety of chosen tasks activities for short periods of time (10-20 minutes).</p> <p>AL-K-3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes).</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.2.F Maintains attention. Sustains focus for at least 10 minutes even if there are distraction.</p>

<p>4. Children demonstrate an increasing ability to envision a goal and to accomplish it.</p>	
<p>AL-3K-4.1 Understand how to accomplish a simple task.</p> <p>AL-4K-4.1 Understand a task can be accomplished through several steps.</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...</p>
<p>AL-K-4.1 Demonstrate an increased ability to accomplish a task through a series of steps.</p>	<p><u>Language and Literacy</u> 7 Listening Comprehension 7.2.F Follows Verbal Directions. Follows multi-step directions given verbally.</p>
<p>AL-3K-4.2 Organize actions and materials needed for play in the learning environment.</p> <p>AL-4K-4.2 Demonstrate an increasing ability to organize action and materials in the learning environment.</p> <p>AL-K-4.2 Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment.</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>AL-3K-4.3 Follow through in completing simple tasks and activities.</p> <p>AL-4K-4.3 Demonstrate an increasing ability to follow through with tasks and activities.</p> <p>AL-K-4.3 Demonstrate an ability to follow through with tasks and activities.</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>AL-3K-4.4 Seek help when encountering a problem in play.</p> <p>AL-4K-4.4 Try to solve problems encountered in play.</p>	<p><u>Mathematics and Reasoning</u> 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p>
<p>AL-K-4.4 Demonstrate increasing ability to find more than one solution to a question, task or problem.</p>	<p><u>Mathematics and Reasoning</u> 20 Logic 20.1.D Solves Problems. Tries out many possible solutions to a problem.</p>
<p>5. Children extend their learning through the use of memory, reasoning and problem-solving skills.</p>	
<p>AL-3K-5.1 Talk about prior events and personal experiences.</p> <p>AL-4K-5.1 Represent prior events and personal experiences in one or more ways.</p> <p>AL-K-5.1 Communicate about prior events and personal experiences in a variety of ways.</p>	<p><u>Social Studies</u> 24 History 24.1.F Describes past events. Retells historical, fictional or past events or stories.</p>
<p>AL-3K-5.2 Use prior knowledge to understand new experiences.</p> <p>AL-4K-5.2 Demonstrate increasing ability to use prior knowledge to understand new experiences.</p> <p>AL-K-5.2 Use prior knowledge to understand new experiences.</p>	<p><u>Science</u> 25 Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes.</p>

<p>AL-3K-5.3 Seek explanations for events or personal relationships.</p>	<p><u>Science</u> 25 Scientific Reasoning 25.1.C Inquires and predicts. Identifies personal interest and seeks more information.</p>
<p>AL-4K-5.3 Reason about events, relationships, or problems.</p>	<p><u>Science</u> 25 Scientific Reasoning 25.3.B Evaluates and infers. Recognizes objects, actions, sounds or people associated with a common use or routine.</p>
<p>AL-K-5.3 Demonstrate ability to reason about more complex events, problems or relationships.</p>	<p><u>Science</u> 25 Scientific Reasoning 25.3.G Evaluates and infers. Uses prior knowledge and gathered information to make simple inferences.</p>
<p>AL-3K-5.4 Predict possible outcomes related to cause and effect.</p>	<p><u>Mathematics and Reasoning</u> 20 Logic 20.1.B Solves problems. Experiments with cause and effect.</p>
<p>AL-4K-5.4, AL-K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.</p>	<p><u>Science</u> 25 Scientific Reasoning 25.3.F Evaluates and infers. Uses information and observations to verify a prediction.</p>

Social Emotional Development

South Carolina Early Learning Standards for 3, 4 and 5 year-olds

Developmental Continuum of the
Experience Early Learning Skills

Social Emotional Development	
1. Children will demonstrate a positive sense of self.	
SE-3K-1.1 Describe themselves using several basic characteristics. SE-4K-1.1 Describe characteristics of self and others.	<u>Social Studies</u> 21 Families and Communities 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.
SE-K-1.1 Accept likenesses and difference between self and others.	<u>Social Studies</u> 21 Families and Communities 21.3.D Respects diversity. Interacts with peers who look , learn, believe or move differently.
SE-3K-1.2 Demonstrate self direction by making simple choices among limited options. SE-4K-1.2 Demonstrate self direction by making choices among peers, activities and materials.	<u>Social and Emotional Development</u> 1 Self concept 1.1.D Expresses preference. When given two to thress options, chooses his/her most desired option.
SE-K-1.2 Demonstrate initiative by making choices and accepting responsibilities.	<u>Social and Emotional Development</u> 1 Self Concept 1.1.D Expresses preference. When given two to three options chooses his/her most desired option. 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.

<p>SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.</p> <p>SE-4K-1.3 Demonstrate confidence by participating in most classroom 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 caregiver.</p>
<p>SE-K-1.3. Approach most new activities and tasks with confidence.</p>	<p><u>Social and Emotional Development</u> 2 Self Direction 2.3.E Transitions and adapts. With support, negotiates ways to handle non-routine transitions.</p>
<p>SE-3K-1.4 Make known personal needs and desires.</p>	<p><u>Physical Development</u> 6 Health and Safety 6.3.A Demonstrates safe practices. Expresses distress when needs are not met.</p>
<p>SE-4K-1.4. Stand up for rights much of the time.</p> <p>SE-K-1.4. Stand up for rights most of the time without aggression.</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.</p>
<p>SE-3K-1.5 Respond to positive and negative feedback from familiar adults.</p> <p>SE-4K-1.5. Respond respectfully to positive and negative feedback from adults most of the time.</p> <p>SE-K-1.5. Respond respectfully to positive and negative feedback from adults.</p>	<p><u>Social Studies</u> 22 Civics and Economics 22.1.C Understands citizenship. Recognizes and attends to authority figures.</p>

2. Children demonstrate self control, respect and responsibility	
<p>SE-3K-2.1 Follow a few simple classroom routines and rules.</p> <p>SE-4K-2.1. Follow classroom rules and procedures with reminders.</p> <p>SE-K-2.1. Follow classroom rules and procedures most of the time.</p>	<p><u>Social and Emotional Development</u></p> <p>2 Self Direction</p> <p>2.1.C Follows rules and routines. With prompting, follows rules and routines.</p>
<p>SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.</p> <p>SE-4K-2.2. Use materials responsibly, most of the time.</p> <p>SE-K-2.2. Use classroom materials responsibly.</p>	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.2.F.G Takes responsibility. Takes care of own needs and personal belongings. Shows respect for others’ personal space and belongings.</p>
<p>SE-3K-2.3 Manage transitions positively when supported by an adult.</p> <p>SE-4K-2.3. Manage transitions positively when told what to expect.</p>	<p><u>Social and Emotional Development</u></p> <p>2. Self Direction</p> <p>2.1.C Follows rules and routines. With prompting, follows rules and routines.</p>
<p>SE-K-2.3. Manage transitions and adapt to changes in routine.</p>	<p><u>Social and Emotional Development</u></p> <p>2. Self Direction</p> <p>2.3.D Transitions and adapts. Recognizes when the typical routine is not followed and identifies the change.</p>

<p>SE-3K-2.4 Become increasingly aware of behavior and its effects on others.</p> <p>SE-4K-2.4. Recognize effect on others of own behavior most of the time.</p>	<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> <p>3. Social Relationships</p> <p>3.3.D Cares for and responds to others. Explains a reason why someone may be happy or sad.</p>
<p>SE-K-2.4. Anticipate and regulate behavior that may result in negative reactions.</p>	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.3.E Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.</p> <p>3. Social Relationships</p> <p>3.3.E Cares for and responds to others. Tries to comfort an assure familiar children or adults.</p>
<p>SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.</p> <p>SE-4K-2.5. Demonstrate with adult guidance simple techniques to solve social problems.</p>	<p><u>Social and Emotional Development</u></p> <p>3. Social Relationships</p> <p>3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>Mathematics and Reasoning</p> <p>20. Logic</p> <p>20.1.C Solves problems. Recognizes and problem and asks for help.</p>

<p>SE-K-2.5. Attempt to solve social problems independently, by negotiation, or with adult help.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.2.E Cooperates. Seeks out opportunities to help others. Tries to solve own social problems. Mathematics and Reasoning 20. Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>
<p>3. Children express feeling and show concern for others.</p>	
<p>SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them. SE-4K-3.1. Recognize own feelings and describe them some of the time.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.C Identifies and manages feelings. Experiments and role-plays with a range of emotions.</p>
<p>SE-K-3.1. Recognize own feelings and try to control them.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.D Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.</p>
<p>SE-3K-3.2 Calm self after strong emotion with adult help.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.A Identifies and manages feelings. Calms with support from caregiver.</p>

<p>SE-4K-3.2. Develop strategies to express strong emotion with adult help.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.D Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.</p>
<p>SE-K-3.2. Use positive strategies to express strong emotion.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.F Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses.</p>
<p>SE-3K-3.3 Seek adult help to manage fears and concerns.</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.A Identifies and manages feelings. Calms with support from caregiver.</p>
<p>SE-4K-3.3. Express fears and concerns to familiar adult</p>	<p><u>Social and Emotional Development</u> 1. Self Concept 1.3.D Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.</p>
<p>SE-K-3.3. Develop strategies with adult to manage fears and concerns.</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>SE-3K-3.4 Show awareness of feelings of others with adult guidance and support. SE-4K-3.4. Show awareness and respond to feelings of others with adult guidance and support.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.3.A Cares for and responds to others. Reacts to others' behaviors and expressions.</p>

<p>SE-K-3.4. Demonstrate empathy by responding to feelings and needs of others.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.3.E-G Cares for and responds to others. Tires to comfort and assure familiar children or adults. Identifies feelings of others and responds accordingly. Shows empathy</p>
<p>4. Children form healthy social relationships.</p>	
<p>SE-3K-4.1 Show interest in others by playing beside or briefly with one or more children.</p>	<p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.C Builds positive relationships. Plays side-by-side with a new or familiar person.</p>
<p>SE-4K-4.1. Display emerging social skills of trying to take turns and talk with others during play.</p>	<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. Social Studies 22. Civics and Economics 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>SE-K-4.1. Play cooperatively with one or more children.</p>	<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>

<p>SE-3K-4.2 Show an interest in having a friend</p>	<p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.C Builds positive relationships. Plays side-by-side with a new or familiar person.</p>
<p>SE-4K-4.2. Develop friendship with one or two preferred children.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.1.E&F Builds positive relationships. Initiates play, conversations and interactions with one or more persons. Begins to describe friendships and other meaningful relationships.</p>
<p>SE-K-4.2. Exhibit social skills to sustain a friendship.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.1.F&G Builds positive relationships. Begins to describe friendships and other meaningful relationships. Describes qualities of positive relationships and ways to build them.</p>
<p>SE-3K-4.3 Accept adult help to join play group. SE-4K-4.3. Demonstrate strategies to join play group with adult support. SE-K-4.3. Demonstrate ability to join a group activity or game.</p>	<p><u>Social and Emotional Development</u> 3. Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play.</p>
<p>SE-3K-4.4 Show growing awareness of group life of class (sense of community)</p>	<p><u>Social Studies</u> 22 Civics and Economics 22.1.A Understands citizenship. Attends to others in immediate environment.</p>

<p>SE-4K-4.4. Participate in group life of class.</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.B Understands citizenship. Participates in communal activities.</p>
<p>SE-K-4.4. Assume some responsibility for contributing to the group life of class.</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.D Understands citizenship. Follows familiar rules and helps make group decisions. Social and Emotional Development 3. Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p>
<p>SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.</p>	<p><u>Social Studies</u> 21. Families and Communities 21.1.A Identifies community and family roles. Responds to primary caregivers. Social and Emotional Development 3. Social Relationships 3.1.B Builds positive relationships. Greets and stays near familiar people.</p>
<p>SE-4K-4.5. Interact easily with familiar adults by engaging in conversations, responding to questions and following direction.</p> <p>SE-K-4.5. Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions.</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.1.C Understands citizenship. Recognizes and attends to authority figures.</p>

Language and Literacy

South Carolina Early Learning Standards for 3, 4 and 5 year-olds

Developmental Continuum of the
Experience Early Learning Skills

Language and Literacy	
1. The student will begin to read and comprehend a variety of literary texts in print and non-print forms.	
ELA-3K-1.1 Explore realistic books and materials in classroom centers.	<p><u>Language and Literacy</u></p> <p>11. Concepts of Print</p> <p>11.1.A Demonstrates print knowledge. Looks or points to pictures and opens/closes book.</p> <p>13. Reading Comprehension</p> <p>13.1.A Responds to text. Interacts by reaching or patting when a book is read.</p> <p>13.2.A Retells, ask and answers questions. Holds book at and looks intently at each page.</p>
ELA-4K-1.1. Show interest in informational texts about familiar objects.	<p><u>Language and Literacy</u></p> <p>12. Letter/Word Recognition</p> <p>12.1.B Identifies letter and words. Identifies familiar object or person when shown a drawing or photo.</p>

<p>ELA-K-1.1. Summarize the main idea and details from literacy texts read aloud.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.C Retells, asks and answers questions. Answers “What...?” questions about stories and books. Recalls the name of the main character.</p>
<p>ELA-3K-1.2 Listen to simple stories, songs and rhymes.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.A Responds to text. Interacts by reaching or patting when a book is read. 10 Phonological awareness 10.2.A Identifies rhymes and alteration. Hears rhyming songs and games.</p>
<p>ELA -4K-1.2 Make relevant comments or appropriate responses to story events or characters.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.C Retells, asks and answers. Answers “What...?” questions about the stories and books. Recalls the name of the main character.</p>
<p>ELA-K-1.2. Use pictures and words to make predictions regarding a story read aloud.</p>	<p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.E&F Comprehends spoken language. Expands on stories and information shared orally. Asks and answers general questions about information shared orally.</p>

<p>ELA-3K-1.3 Anticipate spoken lines in songs and finger plays.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.B&C Identifies rhyme and alliteration. Repeats the last word in familiar rhymes when prompted. Suggests a missing rhyming word within a poem or song.</p>
<p>ELA-4K-1.3 Distinguish between descriptions of story events and spoken words of characters.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.2.D&E Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>
<p>ELA-K-1.3 Understand that a narrator tell the story.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.2.G Retells, asks and answers questions. 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.</p>
<p>ELA-3K-1.4 Form sounds that imitate the natural sounds of an animal, action or object.</p>	<p><u>Language and Literacy</u> 8. Communication 8.1.B Communication. Uses a few words and word-like sounds to communicate. 10. Phonological Awareness 10.1.B Hears small units of sound. Imitates sounds and tones.</p>

<p>ELA-4K-1.4 Respond to elements of colorful language in stories and poetry.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.C Hears small units of sound. Shows awareness of separate words in spoken language.</p>
<p>ELA-K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.D Hears small units of sound. Identifies words that have a similar beginning sound.</p>
<p>ELA-3K-1.5 Repeat words or actions from a favorite story read aloud.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.B Responds to text. Points to pictures and repeats words from familiar stories.</p>
<p>ELA-4K-1.5 Retell one or two events from a story read aloud.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.C Responds to text. Talks about pictures and ideas in familiar stories 7. Listening Comprehension 7.1.D Comprehends spoken language. Listens to a story or request and then responds appropriately.</p>

<p>ELA-K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.2.C-E Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. Retells portions of a story As the story is read, asks and answers simple questions about characters, setting and events. With prompting , answers questions about characters in setting. Retells major events of a story in sequence.</p>
<p>ELA-3K-1.6 Use pictures and adult reader’s expression to experience mood and meaning of text</p>	<p><u>Social and Emotional Development</u> 2. Self Direction 2.1.A Follows rules and routines. Reacts to tone of voice and expression. 3. Social Relationships 3.3.A Cares for and responds to others. Reacts to others’ behaviors and expressions.</p>
<p>ELA-4K-1.6 Begin to identify significant words from text read aloud.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions. 10. Phonological Awareness 10.1.C Hears small units of sound. Shows awareness of separate words in spoken language.</p>

<p>ELA-K-1.6 Discuss how the author’s choice of words affects the meaning of the text. (For example, yell rather than said).</p>	<p><u>Language and Literacy</u> 9 Vocabulary 9.1.H Builds vocabulary. Explains the differences between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.</p>
<p>ELA-3K-1.7 Recall story details that have personal meaning.</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 form own life.</p>
<p>ELA-4K-1.7 Recall some details in stories read aloud.</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>ELA-K-1.7 Use relevant details in summarizing stories read aloud.</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. 7. Listening Comprehension 7.1.E Comprehends spoken language. Expands on stories and information shared orally.</p>

<p>ELA-3K-1.8 Imitate words or actions from favorite books read aloud.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.B Responds to text. Points to pictures and repeats words from familiar stories</p>
<p>ELA-4K-1.8 Incorporate favorite parts of literary texts into play activities.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in retelling of a story by pointing at pictures or role-playing with props. <u>Creative Development</u> 33. Drama 33.2.F Uses and creates props. Creates a setting, characters and events to tell a story.</p>
<p>ELA-K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.2.G Expresses through writing. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. <u>Creative Development</u> 33. Drama 33.1.G Participates in dramatic play. Describes how a character may feel in a given situation, then integrates that emotion into a performance.</p>

<p>ELA-3K-1.9 Pretend to be a family member, pet or familiar adult during play.</p>	<p><u>Creative Development</u> 33. Drama 33.1.B Participates in dramatic play. Mimics observed behaviors and words.</p>
<p>ELA-4K-1.9 Begin to distinguish between real and make-believe in stories read aloud.</p> <p>ELA-K-1.9 Recall the characteristics of fantasy.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.F&G Demonstrates print knowledge. Recognizes common types of text (poem storybook, fact book)...Explains the difference between books that tell stories and those that give information.</p>
<p>ELA-3K-1.10 Not expected at this level</p>	<p><u>NA</u></p>
<p>ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books.</p> <p>ELA-K-1.10 Explain the cause of an event described in stories read aloud.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information of stories shared orally.</p> <p><u>Science</u> 25 Scientific Reasoning 25.2.A Observes and experiments. Explores cause and effect.</p>

<p>ELA-3K-1.11 Explore books with an adult or another child.</p> <p>ELA-4K-1.11 Explore books independently.</p>	<p><u>Language and Literacy</u> <u>11. Concepts of Print</u> 11.1.A Demonstrates print knowledge. Looks or points to pictures and opens/closes books. <u>13. Reading Comprehension</u> 13.1.A Responds to text. Interacts by reaching or patting when a book is read. 13.2.B Retells, asks and answers questions. Holds book and looks intently at each page.</p>
<p>ELA-K-1.11 Read independently for pleasure.</p>	<p><u>Language and Literacy</u> <u>12. Letter/Word Recognition</u> 12.2.H Makes letter-sound connections. Applies phonics strategies and word analysis skills to decode unfamiliar words.</p>
<p>2. The student will begin to read and comprehend a variety of informational texts i print and non-print forms.</p>	
<p>ELA-3K-2.1 Explore realistic books and materials in classroom centers.</p>	<p><u>Language and Literacy</u> <u>11. Concepts of Print</u> 11.1.A Demonstrates print knowledge. Looks or points to pictures and opens/closes book. <u>13. Reading Comprehension</u> 13.1.A Responds to text. Interacts by reaching or patting when a book is read. 13.2.A Retells, ask and answers questions. Holds book at and looks intently at each page.</p>

<p>ELA-4K-2.1 Show interest in informational texts about familiar objects.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.B Identifies letter and words. Identifies familiar object or person when shown a drawing or photo.</p>
<p>ELA-K-2.1 Summarize the central idea and details from informational texts read aloud.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.G Comprehends spoken language. Asks or answers specific questions about key details from information or stories shared orally.</p>
<p>ELA-3K-2.2 Identify some familiar objects in informational texts.</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>ELA-4K-2.2 Begin asking “how and why” questions when looking at texts.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.F Follows verbal directions. Ask and answers general questions about information shared orally.</p>
<p>ELA-K-2.2 Analyze texts during classroom discussions to make inferences.</p>	<p><u>Language and Literacy</u> 13. Reading 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. Science 25.3.G Evaluates and infers. Uses prior knowledge gathered information to makes simple inferences.</p>

<p>ELA-3K-2.3 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-2.3 Relate information from texts to personal experience.</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.</p>
<p>EAL-K-2.3 Find facts in texts read aloud.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.1.G Follows verbal directions. Asks or answers specific questions about key details from information or stories shared orally.</p>
<p>ELA-3K-2.4 Identify real objects seen in informational texts.</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>ELA-4K-2.4 Incorporate information from informational texts into play activities.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in retelling of a story by pointing at pictures or role - playing with props.</p>

<p>ELA-K-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.2.G Expresses through writing. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. <u>Creative Development</u> 33. Drama 33.1.G Participates in dramatic play. Describes how a character may feel in a given situation, then integrates that emotion into a performance.</p>
<p>ELA-3K-2.5 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-2.5 Identify familiar environmental print.</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>ELA-K-2.5 Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.</p>	<p><u>Language and Literacy</u> 11 Concepts of Print 11.1.D Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>ELA-3K-2.6 Not expected at this level.</p>	<p><u>NA</u></p>

<p>ELA-4K-2.6 Begin to understand graphic information which he/she has participated in creating.</p> <p>ELA-K-2.6 Understand graphic features (for example, illustrations and graphs).</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.H Matches, sorts and charts. Uses graphs and charts to represent data sorted in up to four categories.</p>
<p>ELA-3K-2.7 , ELA-4K-2.7 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K-2.7 Recognize table of contents.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text... Names author and illustrator. Identifies punctuation.</p>
<p>ELA-3K-2.8 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-2.8 Begin to ask questions about the causes of events they observe or hear about in books.</p> <p>ELA-K-2.8 Explain the cause of an event in a text read aloud.</p>	<p><u>Language and Literacy</u> 13. Reading Comprehension 13.1.D Responds to text. Anticipates what comes next in familiar stories... Mathematics and Reasoning 20. Logic 20.1.B Solves problems. Experiments with cause and effect.</p>
<p>ELA-3K-2.9 Look at classroom pictures and signs.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.A Demonstrates print knowledge. Looks or points to pictures and opens/closes books.</p>

<p>ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom.</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>ELA-K-2.9 Read independently to gain information.</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.H Makes letter-sound connections. Applies phonics strategies and word analysis skills to decode unfamiliar words.</p>
<p>3. The student will learn to read by applying appropriate skills and strategies.</p>	
<p>ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.</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>ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.</p> <p>ELA-K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.H Builds vocabulary. Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.</p>
<p>ELA-3K-3.2 Comprehend changes in forms of familiar words.</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>

<p>ELA-4K-3.2 Create a different form of a familiar word by adding “-ed” ending to show past action.</p> <p>ELA-K-3.2 Create a different form of a familiar word by adding an -s or-ing ending.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.F&G Speaks in sentences. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>
<p>ELA-3K-3.3 Begin pretending to read or role-play with dialogue.</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.B Makes letter-sound connections. Points at words printed on a page and pretends to read aloud. <u>Creative Development</u> 33. Drama 33.1.C Participates in dramatic play. Uses words, actions and props to pretend.</p>
<p>ELA-4K-3.3 Display curiosity and interest in learning new words.</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.C Builds vocabulary. identifies familiar people, places, and objects. Asks what a specific person or object are called.</p>
<p>ELA-K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).</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>ELA-3K-3.4 Begin recognizing familiar books by their covers or pictures.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.B Responds to text. Points to pictures and repeats words from familiar stories.</p>
<p>ELA-4K-3.4 Begin understanding how print is used to bring meaning.</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.B Makes letter-sound connections. points at words printed on a page and pretend to read aloud.</p>
<p>ELA-K -3.4 Recognize high frequency words. (See Instructional Appendix: High-Frequency Words.)</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.F Identifies letters and words. Reads high frequency sight words.</p>
<p>ELA-3K-3.5, ELA-4K-3.5 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K -3.5 Understand that multiple small words can make compound words.</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.H Makes letter sound connections. Applies phonics strategies and word analysis skills to decode unfamiliar words.</p>
<p>ELA-3K-3.6 Begin joining in familiar nursery rhymes and songs. ELA-4K-3.6 Participate in choral speaking of poems, songs, and stories with repeated patterns.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.B Identifies rhyme and alliteration. Repeats the last word in familiar rhymes when prompted.</p>

<p>ELA-K -3.6 Use oral rhymes, poems, and songs to build fluency.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.C Identifies rhyme and alliteration. Suggests a missing rhyming word within a poem or song.</p>
<p>ELA-3K-3.7 Use appropriate word order and intonation to ask a question or make a statement.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.</p>
<p>ELA-4K-3.7 Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>
<p>ELA-K -3.7 Use appropriate voice level when speaking.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.H Speaks in sentences. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
<p>ELA-3K-3.8 Begin to use word beginnings and endings as language play or comprehension aid.</p> <p>ELA-4K-3.8 Use word beginnings and endings as language play or comprehension clue.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.F Speaks in sentences. Speaks audibly. Makes nouns plural by adding /s/. Uses common propositions. 10. Phonological Awareness. 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.</p>

<p>ELA-K -3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness. 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words. 10.2.F Hears small units of sound. Explains which sound of given word is the rime and which sound is the onset.</p>
<p>ELA-3K-3.9 Begin to recall and repeat familiar words and phrases.</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.B Builds vocabulary. Repeats words heard frequently in environment.</p>
<p>ELA-4K-3.9 Recognize rhyming words with adult modeling.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.B Identifies rhyme and alliteration. Repeats the last word in familiar rhymes when prompted.</p>
<p>ELA-K -3.9 Create rhyming words in response to an oral prompt.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.E Identifies rhyme and alliteration. Suggests a series of rhyming words when given a word.</p>
<p>ELA-3K-3.10 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-3.10, ELA-K-3.10 Create words by orally adding, deleting, or changing sounds in response to adult prompt.</p>	<p><u>Language and Literacy</u> 9. Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversation. Asks what unfamiliar words mean.</p>
<p>ELA-3K-3.11, ELA-4K-3.11 Not expected at this level.</p>	<p><u>NA</u></p>

<p>ELA-K -3.11 Use blending to generate words orally.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.G Identifies rhyme and alliteration. Recognizes blends, digraphs, letter patterns and simple word families.</p>
<p>ELA-3K-3.12 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.</p>	<p><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. Sigs along to familiar songs.</p>
<p>ELA-4K-3.12 Begin identifying some letter sounds and matching them to letters.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.E Makes letter-sound connections. Identifies 12-15 letters and their sounds. Recognizes that letters make up words.</p>
<p>ELA-K -3.12 Match consonant and short-vowel sounds to the appropriate letters.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.F Makes letter-sound connections. Identifies all letters and their sounds. Begins to sound out the letters in two-to four letter words.</p>
<p>ELA-3K-3.13 Recognize a few letters.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.D Makes letter-sound connections. Identifies six to seven letters and their sounds.</p>

<p>ELA-4K-3.13 Identify several letters and their general order in the alphabet.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.E Makes letter-sound connections. Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.</p>
<p>ELA-K -3.13 Recognize uppercase and lowercase letters and their order in the alphabet.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.F Makes letter-sound connections. Identifies all letters and their sounds. Begins to sound out the letters in two-to four letter words.</p>
<p>ELA-3K-3.14 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-3.14 Beginning to understand that letters can represent speech sounds.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.D Makes letter-sound connections. Identifies six to seven letters and their sounds.</p>
<p>ELA-K -3.14 Identify beginning and ending sounds in words.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.</p>
<p>ELA-3K-3.15 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-3.15 Begin to recognize similarities in sounds at the beginning and ending of words.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.</p>

<p>ELA-K-3.15 Classify words by categories (for example, beginning and ending sounds).</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.1.E Hears small units of sound. Identifies the beginning and ending sounds of words.</p>
<p>ELA-3K-3.16, ELA-4K-3.16 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K -3.16 Use blending to begin reading words.</p>	<p><u>Language and Literacy</u> 10. Phonological Awareness 10.2.G Identifies rhyme and alliteration. Recognizes blends, digraphs, letter patterns and simple word families.</p>
<p>ELA-3K-3.17, ELA-4K-3.17 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K -3.17 Begin to spell high-frequency words (See Instructional Appendix: High-Frequency Words.)</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.F Identifies letters and words. Reads high frequency sight words. 14. Emergent Writing 14.1.G Writes name, words and sentences. Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.</p>
<p>ELA-3K-3.18, ELA-4K-3.18 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K -3.18 Use letters and relationships to sounds to write words.</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.E Writes name, words and sentences. Prints first name. Copies print. Uses inventive spelling.</p>

<p>ELA-3K-3.19 Begin connecting text read aloud with personal experiences.</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.</p>
<p>ELA-4K-3.19 Make connections to prior knowledge, other texts, and the world in response to texts read aloud.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.G Responds to text. Makes text-to-text, -self and -world connections. Compares similarities and differences between two texts.</p>
<p>ELA-K -3.19 Use prior knowledge and life experiences to construct meaning from texts.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.H Responds to text. Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.</p>
<p>ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign.</p> <p>ELA-4K-3.20 Identify familiar environmental print such as business logos and traffic signs.</p> <p>ELA-K -3.20 Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.</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>ELA-3K-3.21 Begin learning how to handle and care for books.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.A Demonstrates print knowledge. Looks or points to pictures and opens/closes books.</p>
<p>ELA-4K-3.21 Progress in understanding how books are viewed.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.B&C Demonstrates print knowledge. Recognizes if pictures are right-side up. Turns pages from front to back of book. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p>
<p>ELA-K-3.21 Know the parts of a book (including the front and back covers, the title, and the author’s name).</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.C&F Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Recognizes common types of text. Names author and illustrator...</p>
<p>ELA-3K-3.22 Begin to orient books in correct position and turn pages from front to back.</p>	<p><u>Language and Literacy</u> 11. Concepts of Print 11.1.B Demonstrates print knowledge. Recognizes of pictures are right-side up. Turns pages from front to back of book.</p>
<p>ELA-4K-3.22 Understand relationship between print and pictures on page.</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>ELA-K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.</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 beginning of the next line.</p>
<p>ELA-3K-3.23 Express interest in adult writing and identify it by meaning.</p>	<p><u>Language and Literacy</u> 14. Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.</p>
<p>ELA-4K-3.23 Begin recognizing some letters in words.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.2.D Makes letter-sound connections. Identifies six to seven letters and their sounds.</p>
<p>ELA-K-3.23 Distinguish between letters and words.</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.E Identifies letters and words. 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.</p>
<p>4. The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice and correct use of conventions of written Standard American English.</p>	<p></p>

<p>ELA-3K-4.1 Identify people and events of personal significance.</p>	<p><u>Language of Literacy</u> 7. Listening Comprehension 7.1.B Comprehends spoken language. When prompted, identifies familiar people or objects.</p>
<p>ELA-4K-4.1 Describe events of personal significance.</p>	<p><u>Language of Literacy</u> 8. Communication 8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
<p>ELA-K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).</p>	<p><u>Language of Literacy</u> 7. Listening Comprehension 7.1.B Comprehends spoken language. When prompted, identifies familiar people or objects.</p>
<p>ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.</p> <p>ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.</p>	<p><u>Language of Literacy</u> 8. Communication 8.2.C Speaks in sentences. Says two-to four-word sentence and repeats short phrases.</p>
<p>ELA-K-4.2 Generate complete sentences orally.</p>	<p><u>Language of Literacy</u> 8. Communication 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech</p>
<p>ELA-3K-4.3 Tells a brief story (1 -2 ideas)</p>	<p><u>Language of Literacy</u> 8. Communication 8.1.C Communicates ideas. Communicates needs, desired and ideas using simple sentences.</p>

<p>ELA-4K-4.3 Creates a picture and labels it orally.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.2.D Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>ELA-K-4.3 Use pictures, letters, or words to tell a story from beginning to end.</p>	<p><u>Language of 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.</p>
<p>ELA-3K-4.4, ELA-4K-4.4 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K-4.4 Use letters and relationships to sound to write words.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.2.F Expresses through writing. Uses inventive spelling to write words that are connect to a given topic or option. Draws pictures to support writing.</p>
<p>ELA-3K-4.5, ELA-4k-4.5 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K-4.5 Begin to spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)</p>	<p><u>Language and Literacy</u> 12. Letter/Word Recognition 12.1.F Identifies letters and words. Reads high frequency sight words. 14. Emergent Writing 14.1.G Writes name, words and sentences. Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.</p>

<p>ELA-3K-4.6 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-4.6 Understands that each person in the class has a first and last name.</p>	<p><u>Language of Literacy</u> 9 Vocabulary 9.1.C Builds vocabulary. Identifies familiar people, places and objects. Asks what a specific person or object is called.</p>
<p>ELA-K-4.6 Understand that a person’s name is a proper noun.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.E Writes name, words and sentences. Prints first name. Copies print. Uses inventive spelling.</p>
<p>ELA-3K-4.7 Not expected at this level</p>	<p><u>NA</u></p>
<p>ELA-4K-4.7 Begin to understand the relationship between oral language and written language.</p>	<p><u>Language of 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.</p>
<p>ELA-K-4.7 Edit writing with teacher support.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.H Writes name, words and sentences. Writes simple and compound sentences. Uses commas. checks and corrects spelling.</p>

<p>ELA-3K-4.8 Participate in small group reflections on recent event.</p>	<p><u>Social Studies</u> 22 Civics and Economics 22.1.B Understands citizenship. Participates in communal activities. 24. History 24.1.C Describes past events. Describes events as they happen. Uses words such as first, then.</p>
<p>ELA-4K-4.8 Contribute to small group or whole class dictation activities.</p>	<p><u>Social Studies</u> 22 Civics and Economics 22.1.B&D Understands citizenship. Participates in communal activities. Follows familiar rules and helps make group decisions.</p>
<p>ELA-K-4.8 Revise writing with teacher support.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.H Writes name, words and sentences. Writes simple and compound sentences. Uses commas. checks and corrects spelling.</p>
<p>ELA-3K-4.9 Pretend to write.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.B&C Writes name, words and sentences. Makes continuous marks with writing tools. Writes letter-like forms and creates his/her own symbols.</p>

<p>ELA-4K-4.9 Makes some upper case letters without regard to proportion or placement.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p>
<p>ELA-K-4.9 Use uppercase and lowercase letters.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.F Writes name, words and sentences. Prints first and last name. Prints upper and lower case letters appropriately.</p>
<p>ELA-3K-4.10, ELA-4K-4.10 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K-4.10 Use appropriate letter formation when printing.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.F Writes name, words and sentences. Prints first and last name. Prints upper and lower case letters appropriately.</p>
<p>ELA-3K-4.11, ELA-4K-4.11 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-K-4.11 Identify sounds orally by segmenting words.</p>	<p><u>Language of Literacy</u> 10 Phonological Awareness 10.1.G hears small units of sound. Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>5. The student will begin to write for a variety of purposes and audiences.</p>	

<p>ELA-3K-5.1 Pretend to write.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.B&C Writes name, words and sentences. Makes continuous marks with writing tools. Writes letter-like forms and creates his/her own symbols.</p>
<p>ELA-4K-5.1 Combine some letters with pretend writing.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.1.C&D Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p>
<p>ELA-K-5.1 Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.</p>	<p><u>Language of 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.</p>
<p>ELA-3K-5.2 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.</p> <p>ELA-5K-5.2 Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.</p>	<p><u>Language of 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.</p>

<p>ELA-3K-5-3 Identify and briefly describe important people, objects and events in their world.</p>	<p><u>Language of Literacy</u> 9. Vocabulary 9.1.C builds vocabulary. Identifies familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>ELA-4K-5.3 Represent familiar people and experiences through art and language.</p>	<p><u>Language of Literacy</u> 14. Emergent Writing 14.2.C Expresses through writing. Scribbles or draws marks as a representation of an object or person.</p>
<p>ELA-K-5.3 Uses symbols (drawings, letters, or words) to create descriptions of personal experiences, people, places, or things.</p>	<p><u>Language of 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.</p>
<p>ELA-3K-5.4 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-5.4 Contribute to small group or whole class stories, rhymes or poems.</p>	<p><u>Language of Literacy</u> 8. Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p>
<p>ELA-K-5.4 Use symbols (drawings, letters, or words) to create written pieces (for example, simple rhymes) to entertain others.</p>	<p><u>Language of 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.</p>

<p>6. The student will begin to access and use information from a variety of sources.</p>	
<p>ELA-3K-6.1. Ask “why” questions about things in their world.</p> <p>ELA-4K-6.1 Ask “how” and “why” questions about things in books and their environment.</p>	<p><u>Language of Literacy</u> 7 Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally.</p>
<p>ELA-K-6.1 Generate “how” and “why” questions about a topic of interest.</p>	<p><u>Language of Literacy</u> 7 Listening Comprehension 7.1.G&H Comprehends spoken language. Asks or answers specific questions about key details from information or stories shared orally. Listens to gather information. Asks questions to clarify or deepen understand. Recalls key ideas shared orally..</p>
<p>ELA-3K-6.2 Look at books, pictures, and videos with interest.</p>	<p><u>Language of Literacy</u> 13. Reading Comprehension 13.1.A&B Responds to text. Interacts by reaching or patting when a book is read. Points to pictures and repeats words from familiar stories.</p>
<p>ELA-4K-6.2 Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.</p> <p>ELA-K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).</p>	<p><u>Science</u> 25. Scientific Reasoning 25.1.C Inquires and predicts. Identifies personal interests and seeks more information. 25.2.G Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.</p>

<p>ELA-3K-6.3 Classify familiar objects by one or two observable attributes.</p> <p>ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories.</p>	<p><u>Math and Reasoning</u> 18. Patterns and Sorting 18.2.C Matches, sorts and charts. Sort objects by one feature, such as size or color. <u>Science</u> 26. Life Science 26.2.C Classifies organisms. Groups living things by common characteristics. 27. Physical Science 27.1.C Identifies properties of matter. With support, sorts objects by physical characteristics.</p>
<p>ELA-K-6.3 Classify information by constructing categories (for example, living and nonliving things).</p>	<p><u>Science</u> 26. Life Science 26.2.C-F Classifies organisms. 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.</p>
<p>ELA-3K-6.4 Not expected at this level.</p>	<p><u>NA</u></p>
<p>ELA-4K-6.4 Complete a thought or idea when communicating with others.</p>	<p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.</p>

<p>ELA-K-6.4 Use complete sentences when orally communicating with others.</p>	<p><u>Language and Literacy</u> 8. Communication 8.2.E Speaks in sentences. Speaks in simple complete sentences. Uses question words in speech.</p>
<p>ELA-3K-6.5 Carry out simple directives most of the time. ELA-4K-6.5 Carry out simple directions and directives.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.2.B Follows verbal directions. With prompts and gestures, follows a one-step direction.</p>
<p>ELA-K-6.5 Follow one- and two-step oral directions.</p>	<p><u>Language and Literacy</u> 7. Listening Comprehension 7.2.C&D Follows verbal directions. Follows related two-step directions given verbally. Follows unrelated two-step directions given verbally.</p>

Mathematics

South Carolina Early Learning Standards for 3, 4 and 5 year-olds

Developmental Continuum of the Experience Early Learning Skills

<p>1. The student will have a basic understanding of the mathematical process of problem solving, reasoning and proof, communication, connections, and representation.</p>	
<p>M-3K-1.1 Engage in problem-solving during play within the classroom environment.</p>	<p><u>Mathematics and Reasoning</u> 20. Logic 20.1.A Solves problems. reacts to a problem and seeks a desired outcome. <u>Social and Emotional Development</u> 3. Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>M-4K-1.1 Use emergent mathematical knowledge as a problem-solving tool.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.3.C Understands operations. Creates groups of objects. Adds and removes to group as prompted. 20. Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p>

<p>M-K-1.1 Apply substantive mathematical problem- solving strategies.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.3.G Understands operations. Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false. 20. Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p>
<p>M-3K-1.2 Begin to make predictions based on appearance and experience.</p>	<p><u>Science</u> 25. Scientific Reasoning 25.1.D Inquires and predicts. When given a question, guesses a possible answer or outcome.</p>
<p>M-4K-1.2 Generate conjectures based on personal experiences and simple reasoning.</p>	<p><u>Science</u> 25. Scientific Reasoning 25.3.D Evaluates and infers. uses past knowledge to explain observed changes.</p>
<p>M-K-1.2 Generate conjectures and exchange mathematical ideas.</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.G Solves problems. Explains the sequence of his/her problem-solving strategy.</p>
<p>M-3K-1.3 Not expected at this level</p>	<p><u>NA</u></p>

<p>M-4K-1.3 Investigate solutions to simple 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>M-K-1.3 Explain and justify answers to simple problems.</p>	<p><u>Mathematics and Reasoning</u> 20. Logic 20.1.G Solves problems. Explains the sequence of his/her problem-solving strategy.</p>
<p>M-3K-1.4 Not expected at this level</p>	<p><u>NA</u></p>
<p>M-4K-1.4 Locate patterns in the environment.</p>	<p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.1.F Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence Recognizes simple patterns in the environment.</p>
<p>M-K-1.4 Analyze patterns by reasoning systematically.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.1.G Identifies and creates patterns. Creates or extends increasing or decreasing patterns.</p>
<p>M-3K-1.5 Begin to see how similar items can be grouped together.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.B Matches, sorts and charts. When shown one object, finds the match.</p>

<p>M-4K-1.5 Classify objects in their environment by color, shape, size or function.</p>	<p><u>Science</u> 27. Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment.</p>
<p>M-K-1.5 Generalize mathematical concepts.</p>	<p><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>M-3K-1.6 Not expected at this level</p>	<p><u>NA</u></p>
<p>M-4K-1.6 Use appropriate vocabulary to communicate mathematical ideas.</p> <p>M-K-1.6 Use a variety of forms of mathematical communication.</p>	<p><u>Mathematics and Reasoning</u> 20. Logic 20.1.G Solves problems. Explains the sequence of his/her problem-solving strategy.</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>
<p>M-3K-1.7 Show an awareness of numbers in a personally meaningful context.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.2.B Counts to determine quantity. Verbally counts (not always in correct order)</p>

<p>M-4K-1.7 Begin to show an awareness of numbers in the environment.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.1.B Identifies numerals. Recognizes the numeral one and sees other numerals around the room.</p>
<p>M-K-1.7 Generalize connections among mathematics, the environment, and other subjects.</p>	<p><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>M-3K-1.8 Not expected at this level</p>	<p><u>NA</u></p>
<p>M-4K-1.8 Integrate mathematical ideas into personal representations.</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>M-K-1.8 Use multiple informal representations to convey mathematical ideas.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.G Matches, sorts and charts. Answers questions about data or objects sorted in up to three categories.</p>
<p>2. The student will demonstrate through the mathematical process an emerging sense of quantity and numeral relations, sets and place values.</p>	
<p>M-3K-2.1 Show curiosity and interest in counting and number.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.2.B Counts to determine quantity. Verbally counts (not always in correct order).</p>

<p>M-4K-2.1 Count orally forward to twenty and backward from three.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.2.E Counts to determine quantity. Counts up to twenty objects</p>
<p>M-K-2.1 Recall numbers, counting forward through 99 and backward from 10.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.2.F Counts to determine quantity. Counts to one hundred by ones and tens. Counts forward from a given number.</p>
<p>M-3K-2.2 Show one-to-one correspondence through three when counting real objects.</p>	<p><u>Mathematics and Reasoning</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>M-4K-2.2 Show one-to-one correspondence through ten when counting real objects.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.2.C&D Counts to determine quantity. Points to one object at a time while counting (not always in correct order). Counts up to ten objects.</p>
<p>M-K-2.2 Translate between numeral and quantity through 31.</p>	<p><u>Mathematics and Reasoning</u> 15. Number Concepts 15.1.F Identifies numerals. Identifies and writes numerals to twenty.</p>

<p>M-3K-2.3 Compare quantities using general terms.</p> <p>M-4K-2.3 Compare sets of no more than ten objects using the terms “more than” or “same as”.</p> <p>M-K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than and the same as.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.2 Compares and seriates. Places objects in a line. Demonstrates an understanding of more, none and one.</p>
<p>M-3K-2.4 Understand the concept of adding one more (joining) and taking one away (separating).</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.C. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>M-4K-2.4 Represent simple joining and separating situations through 4.</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D. Creates groups of objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>M-K-2.4 Represent simple joining and separating situations through 10.</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.E. Creates groups of objects. Solves addition and subtraction problems within ten.</p>
<p>M-3K-2.5, M-4K-2.5 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-2.5 Understand that the operation of addition results in increase and subtraction results in decrease.</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.E. Creates groups of objects. Solves addition and subtraction problems within ten.</p>

<p>M-3K-2.6, M-4K-2.6 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-2.6 Analyze the magnitude of digits through 99 on the basis of their place values.</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.G Identifies numerals. Identifies numeral to the one hundred and understands place value to the hundreds place.</p>
<p>M-3K-2.7, M-4K-2.7 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-2.7 Represent the place value of each digit in a two-digit whole number.</p>	<p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.G Identifies numerals. Identifies numeral to the one hundred and understands place value to the hundreds place.</p>
<p>M-3K-2.8 Identify the positions first and last.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.2.B Compares and seriates. Places objects in a line...</p>
<p>M-4K-2.8 Identify the positions first through tenth using concrete objects.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.2.D Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last. 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.</p>

<p>M-K-2.8 Identify ordinal positions through 31st.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.2.D Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last. 15 Number Concepts 15.2.E Counts to determine quantity. Counts up to twenty objects.</p>
<p>3. The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns.</p>	
<p>M-3K-3.1 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-4K-3.1 Show awareness of growing patterns in their environment.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.1.F Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence Recognizes simple patterns in the environment.</p>
<p>M-K-3.1 Identify simple growing patterns.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.1.G Identifies and creates patterns. Creates or extends increasing or decreasing patterns.</p>
<p>M-3K-3.2 Not expected at this level.</p>	<p><u>NA</u></p>

<p>M-4K-3.2 Identify and copy a simple pattern.</p>	<p><u>Mathematics and Reasoning</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>M-K-3.2 Analyze simple repeating and growing relationships to extend patterns.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.1.G Identifies and creates patterns. Creates or extends increasing or decreasing patterns.</p>
<p>M-3K-3.3 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-4K-3.3 Recognize a simple pattern and extend. M-K-3.3 Translate simple repeating and growing patterns into rules.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.1.G Identifies and creates patterns. Creates or extends increasing or decreasing patterns.</p>
<p>M-3K-3.4 Recognize similar objects in the environment by color, shape or size. M-4K-3.4 Sort and classify objects by one attribute (size, shape, or color).</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.C Identifies and creates patterns. Sort objects by one feature, such as size or color.</p>
<p>M-K -3.4 Classify objects according to one or more attributes such as color, size, shape and thickness</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.E Identifies and creates patterns. Sorts objects by more than one feature and explains why.</p>

<p>4. The student will demonstrate through the mathematical process an emerging sense of two-and three-dimensional geometric shapes and relative positions in space.</p>	
<p>M-3K-4.1 Recognize simple shapes in the environment.</p>	<p><u>Mathematics and Reasoning</u> 16. Shapes 16.1.C Identifies shapes. Identifies a few basic shapes.</p>
<p>M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle.</p>	<p><u>Mathematics and Reasoning</u> 16. Shapes 16.1.D Identifies shapes. Identifies four to six basic geometric shapes.</p>
<p>M-K-4.1 Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three- dimensional shapes; cube, sphere, and cylinder.</p>	<p><u>Mathematics and Reasoning</u> 16. Shapes 16.1.E Identifies shapes. Identifies a few basic shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>M-3K-4.2 Match shapes in their environment.</p>	<p><u>Mathematics and Reasoning</u> 16. Shapes 16.1.B Identifies shapes. matches two identical shapes.</p>
<p>M-4K-4.2 Represent simply two-dimensional geometric shapes. M-K-4.2 Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).</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>M-3K-4.3 Begin to show an understanding of common positional words “up”, “down”, “under”, “over”, and “in”.</p>	<p><u>Mathematics and Reasoning</u> 17. Spatial Awareness 17.2.B Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).</p> <p>M-K-4.3 Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.</p>	<p><u>Mathematics and Reasoning</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>M-3K-4.4 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-4K-4.4 Matches left and right body parts to clothing or related items.</p>	<p><u>Mathematics and Reasoning</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>M-K-4.4 Use the directional words left and right to describe movement.</p>	<p><u>Mathematics and Reasoning</u> 17. Spatial Awareness 17.2.G Determines object location. Gives and follows positional instructions to find objects or places.</p>
<p>5. The student will demonstrate through the mathematical processes and emerging sense of coin values and the measurement.</p>	
<p>M-3K-5.1 Not expected at this level.</p>	<p><u>NA</u></p>

<p>M-4K-5.1 Shows awareness that money is used to buy things and that coins differ in value.</p> <p>M-K-5.1 Identify a penny, nickel, dime, quarter, and dollar and the value of each object.</p>	<p><u>Social Studies</u> 22. Civics and Economics 22.2.E Understands concepts of trade. Exchanges money, goods or services for other goods or services.</p>
<p>M-3K-5.2 Compare the size of objects.</p> <p>M-4K-5.2 Compare the lengths of two objects.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.C Estimates and measures. Determines which object is bigger (heavier, longer) when given two objects.</p>
<p>M-K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.C&D Estimates and measures. Determines which object is bigger (heavier longer) when given two objects. Uses non-standard measurement tools to estimate appropriate size or volume. Verifies estimation with help.</p>
<p>M-3K-5.3 Explore measurement informally through play.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.B Estimates and measures. Explores size and weight of objects in relation to self.</p>
<p>M-4K-5.3 Use nonstandard units of measure to compare everyday objects.</p> <p>M-K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.C&D Estimates and measures. Determines which object is bigger (heavier longer) when given two objects. Uses non-standard measurement tools to estimate appropriate size or volume. Verifies estimation with help.</p>

<p>M-3K-5.4 Associate at least one measurement device with its purpose.</p> <p>M-4K-5.4 Associate at least two measurement devices with their purposes.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.E Estimates and measures. Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p>M-K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.F Estimates and measures. Makes logical estimates and uses measurement tools to check estimation.</p>
<p>M-3K-5.5, M-4K-5.5 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-5.5 Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.G Estimates and measures. Explains which measurement tool makes best sense for the object being measured...</p>
<p>M-3K-5.6 Begin to show awareness of time concepts.</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>M-4K-5.6 Associate time concepts with a clock.</p>	<p><u>Mathematics and Reasoning</u> 19. Measurement 19.1.F Estimates and measures. makes logical estimates and uses measurement tools to check estimation.</p>

<p>M-K-5.6 Use analog and digital clocks to tell time by the hour.</p>	<p><u>Mathematics and Reasoning</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>M-3K-5.7, M-4K-5.7 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-5.7 Use a calendar to identify dates, days of the week, and months of the year.</p>	<p><u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.G Matches, sorts and charts. Answers questions about data or objects sorted in up to three categories.</p>
<p>M-3K-5.8, M-4K-5.8 Not expected at this level.</p>	<p><u>NA</u></p>
<p>M-K-5.8 Recall equivalencies associated with time: 7 days = 1 week and 12 months = 1 year.</p>	<p><u>Science</u> 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 sun on weather and day/night patterns.</p>
<p>6. The student will demonstrate through mathematical processes an emerging sense of organizing and interpret data.</p>	
<p>M-3K-6.1 Not expected at this level.</p>	<p><u>NA</u></p>

<p>M-4K-6.1 Organize and represent data with real objects.</p>	<p><u>Science</u> 27. Physical Science 27.1.F Identifies properties of matter. Classifies and sorts materials by a variety of physical properties. <u>Mathematics and Reasoning</u> 18. Patterns and Sorting 18.2.E Matches, sorts and charts. Sorts objects by more than one feature and explains why.</p>
<p>M-K-6.1 Organize data in graphic displays in the form of drawings and pictures.</p>	<p><u>Science</u> 25. Scientific Reasoning 25.2.E Observes and experiments. Explores scientific phenomenon and records observations by drawing.</p>

Physical Development and Health

South Carolina Early Learning Standards for 3, 4 and 5 year-olds

Developmental Continuum of the
Experience Early Learning Skills

<p>1. Gross Motor Development. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.</p>	
<p>PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and hopping.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.1.B builds strength and balance. Walks and climbs.</p>
<p>PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.1.F builds strength and balance. Skips confidently, gallops and slides side to side.</p>
<p>PD-K-1.1 Move with balance and control, varying speed, rhythm, gait, and direction.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.F Coordinates large movements. Changes direction and speed of movement.</p>
<p>PD-3K-1.2 Coordinate movements to perform simple tasks.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.B Coordinates large movements. Carries, drags, kicks and tosses objects.</p>

<p>PD-4K-1.2 Coordinate movements to perform more complex tasks.</p> <p>PD-K-1.2 Coordinate movements to perform variety of tasks.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.E Coordinates large movements. Coordinates multiple movements in simple sequences.</p>
<p>2. Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation.</p>	
<p>PD-3K-2.1 Use strength and control to perform simple tasks.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.C Coordinates large movements. Throws objects in an intended direction. Catches objects against body.</p>
<p>PD-4K-2.1 Use strength and control to perform more complex tasks.</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>PD-K-2.1 Use strength and control to accomplish a variety of skilled tasks.</p>	<p><u>Physical Development</u> 4. Gross Motor 4.2.G Coordinates large movements. Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.</p>
<p>PD-3K-2.2 Use hand-eye coordination to perform simple tasks.</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1.C Controls small movements. Opens, closes, twists and pulls objects.</p>

<p>PD-4K-2.2 Use hand-eye coordination to perform more complex tasks.</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1.D Controls small movements. Snips with scissors, strings large beads.</p>
<p>PD-K-2.2 Use hand-eye coordination to perform wide variety of tasks.</p>	<p><u>Physical Development</u> 5. Fine Motor 5.1.E Controls small movements. Follows a straight line when cutting and drawing. Buttons zips, buckles and laces.</p>
<p>PD-3K-2.3 Explore the use of various drawing tools.</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>PD-4K-2.3 Show beginning control of drawing and writing tools.</p>	<p><u>Physical Development</u> 5. Fine Motor 5.2.C Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. <u>Creative Development</u> 32. Visual Arts 32.2.C Expresses through visual arts. Uses materials to create shapes and symbols. <u>Language and Literacy</u> 14. Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.</p>

<p>PD-K-2.3 Use drawing and writing tools with some control and purpose.</p>	<p><u>Physical Development</u> 5. Fine Motor 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate drawing/writing tools with increasing control. <u>Creative Development</u> 32. Visual Arts 32.2.C Expresses through visual arts. Uses materials to create shapes and symbols. <u>Language and Literacy</u> 14. Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.</p>
<p>3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.</p>	
<p>PD-3K-3.1 Perform simple self-care tasks. PD-4K-3.1 Perform some self-care tasks independently.</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 need. Describes how s/he feels and the location of pain.</p>
<p>PD-K-3.1 Perform most self-care tasks independently.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.2.G Practices good hygiene. Describes the functions of basic organs. Maintains personal hygiene with few reminders..</p>

<p>PD-3K-3.2 Follow basic health rules with reminders.</p> <p>PD-4K-3.2 Follow basic health rules most of the time.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.D Makes healthy food and exercise choices. Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.</p>
<p>PD-K-3.2 Show understanding of and follow basic health rules.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.1.F Makes healthy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.</p>
<p>PD-3K-3.3 Follow basic safety rules with reminders.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.B Demonstrates safe practices. Responds to possible dangers in environments and avoids them when prompted.</p>
<p>PD-4K-3.3 Follow basic safety rules most of the time.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.C Demonstrates safe practices. Follows simple safety rules.</p>
<p>PD-K-3.3 Show understanding of and follow basic safety rules.</p>	<p><u>Physical Development</u> 6. Health and Safety 6.3.E Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.</p>

<p>PD-3K-3.4 Demonstrate adequate stamina for typical activities.</p> <p>PD-4K-3.4 Demonstrate adequate stamina and strength for program activities.</p> <p>PD-K-3.4 Demonstrate adequate stamina and strength for program activities.</p>	<p><u>Social and Emotional Development</u></p> <p>1. Self Concept</p> <p>1.2.B Takes responsibility. Participates in daily routines or familiar activities.</p>
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Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

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

Individual children develop at a unique pace.

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

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

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

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

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