



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

Revised Tennessee Early Learning Developmental Standards for Four Year-Olds
August 2012

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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

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

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

Alignment

This document details the alignment of the Revised Tennessee Early Learning Development Standards for Four Year-Olds with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the revised standards for Tennessee Four Year-Olds, Mother Goose Time also reinforces the following skills:

- 7.2 Follows verbal directions
- 12.2 Makes letter-sound connections
- 17.1 Flips and rotates objects
- 18.1 Identifies and creates patterns
- 23.1 Identifies types of places
- 23.2 Uses maps
- Second Language Acquisition

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

APPROACHES TO LEARNING

Revised Tennessee Early Learning Developmental Standards –
Four Year–Olds (2012)

Developmental Continuum of the
Experience Early Learning Skills

APPROACHES TO LEARNING	
With eagerness and curiosity actively engage in play as means of exploration and learning	
AL.PK.1. Independently interact with a variety of materials through multiple play activities	Social and Emotional Development 2 Self Direction 2.2 Maintains attention Creative Development 33 Drama 33.1 Participates in dramatic play 33.2 Uses and creates props
AL.PK.2. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination)	Creative Development 33 Drama 33.1 Participates in dramatic play Science 25 Scientific Inquiry 25.1.C Inquires and predicts. Identifies personal interests and seeks out more information.

<p>AL.PK.3. Demonstrate an awareness of connection between prior and new knowledge</p>	<p>Science 25 Scientific Reasoning 25.3.D Evaluates and infers. Uses past knowledge to explain observed changes.</p> <p>Mathematics and Reasoning 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>
<p>Approach tasks and activities with flexibility and inventiveness</p>	
<p>AL.PK.4. Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play</p>	<p>Creative Development 33 Drama 33.1 Participates in dramatic play 33.2 Uses and creates props</p>
<p>AL.PK.5. Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if)</p>	<p>Social and Emotional Development 1 Self Concept 1.2.C,D Takes responsibility. Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p>Science 25 Scientific Inquiry 25.1.C Inquires and predicts. Identifies personal interests and seeks more information.</p>

<p>AL.PK.6. Demonstrate a willingness to engage in new experiences and activities</p>	<p>Social and Emotional Development 2 Self Direction 2.3.H Transitions and adapts. Adapts to new situations quickly and with minimal stress.</p> <p>3 Social Relationships 3.2.F,H Cooperates. Suggests solutions to group problems or challenges. Works collaboratively and flexibly within a group.</p>
<p>Actively engage in problem solving</p>	
<p>AL.PK.7. Identify a problem and attempt multiple ways to solve it, with or without assistance</p>	<p>3 Social Relationships 3.2.F,H Cooperates. Suggests solutions to group problems or challenges. Works collaboratively and flexibly within a group.</p> <p>Mathematics and Reasoning 20 Logic 20.1 Solves problems</p>
<p>AL.PK.8. Demonstrate a willingness to collaborate with others to solve a problem</p>	<p>3 Social Relationships 3.2.F,H Cooperates. Suggests solutions to group problems or challenges. Works collaboratively and flexibly within a group.</p>
<p>Demonstrate Persistence</p>	

<p>AL.PK.9. Maintain focus appropriate to completing task and/or learning activity</p>	<p>Social and Emotional Development 1 Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it.</p> <p>2 Self Direction 2.2.C,D,E Maintains attention. 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.</p>
<p>AL.PK.10. Seek assistance and/or information when needed to complete a task</p>	<p>Social and Emotional Development 1 Self Concept 1.2.C Takes responsibility. Initiates an activity and seeks help to complete it.</p>

SOCIAL EMOTIONAL

Revised Tennessee Early Learning Developmental Standards –
Four Year–Olds (2012)

Developmental Continuum of the
Experience Early Learning Skills

SOCIAL EMOTIONAL	
Self Concept	
SE.PK.1. Describe self using several different identifying characteristics and/or unique qualities (abilities, interests, gender, culture, etc.)	Social and Emotional Development 1 Self Concept 1.1 Expresses preferences Social Studies 21 Families and Communities 21.1 Identifies community and family roles
SE.PK.2. Develop a basic awareness of self as an individual, self within the context of family and self within the context of community	Social Studies 21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity
SE.PK.3. Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem	Social and Emotional Development 1 Self Concept 1.1 Expresses preferences 1.2 Takes responsibility.
Relationship with Adults	

<p>SE.PK.4. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults)</p>	<p>Social and Emotional Development 3 Social Relationships 3.1 Builds positive relationships</p>
<p>SE.PK.5. Seek and accept guidance from primary caregivers, teachers, and other familiar adults</p>	<p>Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines</p> <p>Social Studies 22 Civics and Economics 22.1.C Understands citizenship. Recognizes and attends to authority figures.</p>
<p>Relationship with Peers - develop positive relationships with peers</p>	
<p>SE.PK.6. Initiate play and interact positively with another child or children</p>	<p>Social and Emotional Development 3 Social Relationships 3.1.E Builds positive relationships. Initiates play, conversations and interactions with one or more persons.</p>
<p>SE.PK.7. Develop friendship skills (e.g., help, share, take turns, give compliments, etc.) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play</p>	<p>Social and Emotional Development 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play. 3.2.D,G Cooperates. Plays cooperatively with others and begins to share. Fulfills personal roles and responsibilities when working in a group.</p>
<p>SE.PK.8. Show empathy and caring for others</p>	<p>Social and Emotional Development 3 Social Relationships 3.3.G Cares for and responds to others. Shows empathy.</p>
<p>Regulate own response to needs, feelings, and events</p>	

<p>SE.PK.9. Express feelings, needs, opinions, and desires in a way which is appropriate to the situation</p>	<p>Social and Emotional Development 1 Self Concept 1.1 Expresses preferences 1.2 Takes responsibility 1.3 Identifies and manages feelings</p>
<p>SE.PK.10. Appropriately name types of emotions (e.g., happy, sad, frustrated, etc.) and associate them with different facial expressions, words, and behaviors</p>	<p>Social and Emotional Development 1 Self Concept 1.3 Identifies and manages feelings</p>
<p>SE.PK.11. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait, etc.) with or without adult guidance and support</p>	<p>Social and Emotional Development 1 Self Concept 1.3.F,G Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses. Anticipates an emotional response that may result from a given situation.</p>
<p>Understand and follow rules and routines</p>	
<p>SE.PK.12. Demonstrate an understanding of rules through actions and conversations</p>	<p>Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines</p>
<p>SE.PK.13. Engage easily in routine activities (e.g., large group, small group, center time, etc.)</p>	<p>Social and Emotional Development 2 Self Direction 2.1 Follows rules and routines</p>

SE.PK.14. Use materials purposefully, safely, and respectfully as set by group rules

Social and Emotional Development

2 Self Direction

2.1 Follows rules and routines

Physical Development

6 Health and Safety

6.3.C Demonstrates safe practices. Follows simple safety rules.

Social Studies

22 Civics and Economics

22.1.D Understands citizenship. Follow familiar rules and helps make group decisions.

READING INFORMATIONAL TEXT

Revised Tennessee Early Learning Developmental Standards –
Four Year–Olds (2012)

Developmental Continuum of the
Experience Early Learning Skills

READING INFORMATIONAL TEXT	
Key Ideas and Detail	
RI.PK.1. With guidance and support, ask and answer questions about informational text	Language and Literacy 13 Reading Comprehension 13.2 Retells, asks and answers questions
RI.PK.2. With guidance and support, recall important facts from informational text	Language and Literacy 13 Reading Comprehension 13.2 Retells, asks and answers questions
RI.PK.3. With guidance and support, relate informational text to personal experience or other text	Language and Literacy 13 Reading Comprehension 13.1.G,H Responds to text. Makes many text-to-text, –self, and –world connections. Evaluates texts based on content, personal experiences and knowledge of the world.
Craft and Structure	
RI.PK.4. Expand vocabulary by participating in discussions or answering questions, about unfamiliar words in informational text	Language and Literacy 9 Vocabulary 9.1.E,F Builds vocabulary. Asks what unfamiliar words mean. Uses new and technical words learned in conversations or through reading.

RI.PK.5. Identify that the title of the book is found on the front cover	Language and Literacy 11 Concepts of Print 11.1.C Demonstrates print knowledge. Identifies the front/back and top/bottom of a book.
RI.PK.6. With guidance and support, identify the role of the author and the illustrator	Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Names author and illustrator.
RI.PK.7. With guidance and support, use illustrations to describe characters, settings or predict events in the story	Language and Literacy 13 Reading Comprehension 13.1.C Responds to text. Talks about pictures and ideas
Integration of Knowledge and Ideas	
N/A	N/A
RI.PK.9. With guidance and support, identify the similarities and differences between books on the same topic	Language and Literacy 13 Reading Comprehension 13.1.F,G Responds to text. Makes many text–to–text, –self, and –world connections. Compares similarities and differences between two texts.
Range of Reading and Text Complexity	
RI.PK.10. Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	Language and Literacy 13 Reading Comprehension 13.2 Retells, asks and answers questions

READING LITERATURE

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Developmental Continuum of the
Experience Early Learning Skills

READING LITERATURE	
Key Ideas and Detail	
RL.PK.1. With guidance and support, ask, and answer questions about text read aloud	Language and Literacy 13 Reading Comprehension 13.2 Retells, asks and answers questions
RL.PK.2. With guidance and support, recall important facts to retell a story in sequence	Language and Literacy 13 Reading Comprehension 13.2.F Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
RL.PK.3. With guidance and support, identify major characters, settings, and events from a story or nursery rhyme	Language and Literacy 13 Reading Comprehension 13.2.F Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Craft and Structure	
RL.PK.4. Expand vocabulary by asking and answering questions about unfamiliar words in a story or nursery rhyme read aloud	Language and Literacy 9 Vocabulary 9.1.E,F Builds vocabulary. Asks what unfamiliar words mean. Uses new and technical words learned in conversations or through reading.

RL.PK.5. With guidance and support, identify common text as a story book, nursery rhyme, or poem	Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book).
RL.PK.6. With guidance and support identify the role of the author and the illustrator	Language and Literacy 11 Concepts of Print 11.1.F Demonstrates print knowledge. Names author and illustrator.
Integration of Knowledge and Ideas	
RL.PK.7. With guidance and support, use illustrations to describe characters, settings, or predict events in the story	Language and Literacy 13 Reading Comprehension 13.1.C Responds to text. Talks about pictures and ideas
N/A	N/A
RL.PK.9. With guidance and support, relate the story to previous stories or one's life experiences	Language and Literacy 13 Reading Comprehension 13.1.G,H Responds to text. Makes many text-to-text, -self, and -world connections. Evaluates texts based on content, personal experiences and knowledge of the world.
Range of Reading and Text Complexity	
RI.PK.10. Actively listen and participate in small and large group activities when literature is read aloud or discussed.	Language and Literacy 13 Reading Comprehension 13.2 Retells, asks and answers questions

READING FOUNDATIONAL SKILLS

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Developmental Continuum of the
Experience Early Learning Skills

READING FOUNDATIONAL SKILLS	
Print Concepts	
RF.PK.1. Demonstrate understanding of basic features of print	Language and Literacy 11 Concepts of Print 11.1 Demonstrates print awareness
RF.PK.1a. Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back	Language and Literacy 11 Concepts of Print 11.1.C,D 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. Follows the direction of text.
RF.PK.1b. Recognize spoken words can be written and read	Language and Literacy 11 Concepts of Print 11.1.D,E Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Touches a written word on the page for each spoken word.
RF.PK.1c. With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence	Language and Literacy 12 Letter/Word Recognition 12.1.E Identifies letters and words. Recognizes that letters make up words.

<p>RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters</p>	<p>Language and Literacy 12 Letter/Word Recognition 12.1.E Identifies letters and words. Names upper and lower case letters when presented in random order.</p>
<p>Phonological Awareness</p>	
<p>RF.PK.2. Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes)</p>	<p>Language and Literacy 10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration</p>
<p>RF.PK.2a. Recognize rhyming words in spoken language</p>	<p>Language and Literacy 10 Phonological Awareness 10.2 Identifies rhyme and alliteration</p>
<p>RF.PK.2b. With guidance and support, count and name the number of individual words in a spoken sentence</p>	<p>Language and Literacy 10 Phonological Awareness 10.1.F Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>RF.PK.2c. With guidance and support, count, pronounce, blend, and segment syllables in spoken words</p>	<p>Language and Literacy 10 Phonological Awareness 10.1.F,G Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Identifies and isolates individual sounds heard in one-syllable words. 10.2.H Identifies rhyme and alliteration. Manipulates syllables in words, including prefixes and suffixes.</p>
<p>N/A</p>	<p>N/A</p>

<p>RF.PK.2e. With guidance and support, identify whether or not two words begin with the same sound</p>	<p>Language and Literacy 10 Phonological Awareness 10.1.D,E Hears small units of sound. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</p>
<p>Phonics and Word Recognition</p>	
<p>RF.PK.3. Demonstrate word awareness by identifying familiar words in books and environment</p>	<p>Language and Literacy 12 Letter/Word Recognition 12.1.F Identifies letters and words. Reads high frequency sight words.</p>
<p>RF.PK.3a. Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words</p>	<p>Language and Literacy 10 Phonological Awareness 10.1.D,E Hears small units of sound. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</p>
<p>N/A</p>	<p>N/A</p>
<p>RF.PK.3c. Recognize own name in print and some other common symbols and words in the environment (e.g., classmates' names, STOP, GO, etc.)</p>	<p>Language and Literacy 12 Letter/Word Recognition 12.1 Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad or stop.</p>
<p>RF.PK.3d. With guidance and support, distinguish between words with the same and different first letter sounds</p>	<p>Language and Literacy 10 Phonological Awareness 10.1.D,E Hears small units of sound. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</p>

Fluency	
RF.PK.4. Demonstrate an awareness of story events and overall theme in picture books, by using illustrations (observing and discussing) to support "reading" the words in the text	Language and Literacy 13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions

WRITING

Revised Tennessee Early Learning Developmental Standards –
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Developmental Continuum of the
Experience Early Learning Skills

WRITING	
Text Types and Purposes	
W.PK.1. With guidance and support, use a combination of drawing, dictating, and emergent writing to express a preference or opinion about a specific topic or text	Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
W.PK.2. With guidance and support, use a combination of dictating and drawing to explain information about a familiar topic	Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
W.PK.3. With guidance and support, use a combination of drawing and dictating emergent writing to tell a real or imagined story	Language and Literacy 14 Emergent Writing 14.2.E Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Production and Distribution of Writing	
W.PK.4. (Begin in Grade 3)	N/A
W.PK.5. (Begin in Kindergarten or when individual child is ready)	N/A

<p>W.PK.6. With guidance and support from adults, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones, etc.), to convert oral messages and ideas into words and/or pictures</p>	<p>Science 29 Technology 29.1 Explores technology</p>
<p>Research to Build and Present Knowledge</p>	
<p>W.PK.7. With guidance and support, participate in shared research and emergent writing projects (e.g., explore a number of books by a favorite author and express opinions about them)</p>	<p>Language and Literacy 13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>W.PK.8. With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question</p>	<p>Language and Literacy 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 text.</p>
<p>W.PK.9. (Begin in grade 4)</p>	<p>N/A</p>
<p>W.PK.10. (Begin in grade 3)</p>	<p>N/A</p>

SPEAKING AND LISTENING

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Developmental Continuum of the
Experience Early Learning Skills

SPEAKING AND LISTENING	
Comprehension and Collaboration	
SL.PK.1. Participate in collaborative conversations with diverse partners during daily routines and play	Language and Literacy 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.
SL.PK.1a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer)	Social and Emotional Development 3 Social Relationships 3.2.D Cooperates. Plays cooperatively with others and begins to share. Asks adults to help solve social problems. Language and Literacy 8 Communication 8.1.D,E Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. Tells stories and engages in conversations through multiple exchanges.
SL.PK.1b. Engage in a conversation, striving for five exchanges	Language and Literacy 8 Communication 8.1.E Communicates ideas. Tells stories and engages in conversations through multiple exchanges.

<p>SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests)</p>	<p>Language and Literacy 7 Listening Comprehension 7.1.D,E Comprehends spoken language. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p>
<p>SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something which is not understood</p>	<p>Language and Literacy 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p> <p>7 Listening Comprehension 7.1.F Comprehends spoken language. Asks and answers general questions about information or stories shared orally.</p>
<p>Presentation of Knowledge & Ideas</p>	
<p>SL.PK.4. Participate in conversations to tell or talk about familiar people, places, things and events and, with prompting and support add additional details</p>	<p>Language and Literacy 8 Communication 8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.</p>
<p>SL.PK.5. Create representations of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials, etc.) and explain them to others</p>	<p>Language and Literacy 14 Emergent Writing 14.2.D Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.</p> <p>Creative Development 32 Visual Arts 32.2.F Expresses through visual arts. Creates art to represent an idea or object. Explains how it was made.</p>

SL.PK.6. Speaks clearly and audibly to express thoughts, feelings and ideas. SL.PK.6a. EL students use home language as well as English language through prompting and support.

Language and Literacy

8 Communication

8.1.F Communicates ideas. Explains thoughts about familiar people, places and events.

8.2.F Speaks in sentences. Speaks audibly.

LANGUAGE

Revised Tennessee Early Learning Developmental Standards –
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Developmental Continuum of the
Experience Early Learning Skills

LANGUAGE	
Conventions of Standard English	
L.PK.1. Through adult modeling, guidance and support, use complete sentences to express a thought or idea	Language and Literacy 8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences
L.PK.1a. Print some upper and lowercase letters (letters may not be of conventional size or shape)	Language and Literacy 14 Emergent Writing 14.1.F Writes name, words and sentences. Prints upper and lower case letters appropriately.
L.PK.1b. Use frequently occurring nouns and verbs	Language and Literacy 8 Communication 8.2.F,G Speaks in sentences. Speaks audibly. Makes nouns plural by adding/s/. Uses prepositions. Uses verb tense to express past, present and future.
L.PK.1c. With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	Language and Literacy 8 Communication 8.2.F Speaks in sentences. Makes nouns plural by adding/s/.

<p>L.K.1d. With guidance and support, understand and use question words (e.g., who, what, where, when, why, how)</p>	<p>Language and Literacy 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>L.PK.1e. Understand and appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)</p>	<p>Language and Literacy 8 Communication 8.2.F Speaks in sentences. Speaks audibly. Makes nouns plural by adding/s/. Uses prepositions.</p>
<p>L.PK.1f. Participate in shared language activities and use increasingly complex and varied spoken vocabulary</p>	<p>Language and Literacy 9 Vocabulary 9.1 Builds vocabulary</p>
<p>L.K.2. Inconsistently uses conventions of standard English capitalization, punctuation and spelling when writing</p>	<p>Language and Literacy 14 Emergent Writing 14.1.G,H Writes name, words and sentences. 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.</p>
<p>L.PK.2a. (Begin in Kindergarten)</p>	<p>N/A</p>
<p>L.PK.2b. (Begin in Kindergarten)</p>	<p>N/A</p>
<p>L.PK.2c. Show awareness of conventional letter-sound relationships through use of invented spelling and describing what was written</p>	<p>Language and Literacy 14 Emergent Writing 14.2.F Expresses through writing. Uses inventive spelling to write words that are connected to a given topic or opinion.</p>

<p>L.PK.2d. With prompting and support, use invented spelling when writing</p>	<p>Language and Literacy 14 Emergent Writing 14.2.F Expresses through writing. Uses inventive spelling to write words that are connected to a given topic or opinion.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.PK.4. With guidance and support, ask or answer questions about the meaning of new words and phrases introduced through books, activities, and play</p>	<p>Language and Literacy 9 Vocabulary 9.1.E,F Builds vocabulary. Includes new or technical words in everyday conversations. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.</p>
<p>L.PK.4a. With guidance and support, recognize and use words appropriately which are similar in meaning (e.g., happy/glad, angry/mad)</p>	<p>Language and Literacy 9 Vocabulary 9.1.G Builds vocabulary. Identifies words whose meanings are similar.</p>
<p>L.PK.4b. (Begin in Kindergarten)</p>	<p>N/A</p>
<p>L.PK.5. With guidance and support, participate in discussions to determine the meaning of unfamiliar words found in text or used in conversations</p>	<p>Language and Literacy 9 Vocabulary 9.1.H Builds vocabulary. Explains the difference between closely related words. Uses multiple strategies to determine and learn the meanings of unfamiliar words.</p>

<p>L.PK.5a. Sort familiar objects into categories and identify the "common" factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors, etc)</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.2.F Matches, sorts and charts. Identifies, sorts and classifies objects by at least two features.</p> <p>Language and Literacy 9 Vocabulary 9.1.F,G,H Builds vocabulary. Compares words and their meanings. Identifies words whose meanings are similar. Explains the difference between closely related words.</p>
<p>L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed)</p>	<p>Language and Literacy 9 Vocabulary 9.1.D Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>L.PK.5c. Apply words learned in classroom activities to real- life examples (e.g., name places in school which are fun, quiet, or noisy)</p>	<p>Language and Literacy 9 Vocabulary 9.1.E,F Builds vocabulary. Includes new or technical words in everyday conversations. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.</p>
<p>L.PK.5d. With guidance and support, show understanding of similar words by demonstrating the meaning of the words or using the words in conversations (e.g. talk, chat, whisper; car, vehicle)</p>	<p>Language and Literacy 9 Vocabulary 9.1.F,G,H Builds vocabulary. Compares words and their meanings. Identifies words whose meanings are similar. Explains the difference between closely related words.</p>

L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, and play

Language and Literacy

9 Vocabulary

9.1.E,F Builds vocabulary. Includes new or technical words in everyday conversations. Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.

MATHEMATICS

Revised Tennessee Early Learning Developmental Standards –
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Developmental Continuum of the
Experience Early Learning Skills

MATHEMATICS	
Counting and Cardinality	
Know number names and counting sequence	
PK.CC.1. Listen to and say the names of numbers in many contexts	Mathematics and Reasoning 15 Number Concepts 15.1 Identifies numerals
PK.CC.2. Count forward in sequence from 1 - 20	Mathematics and Reasoning 15 Number Concepts 15.2.E Counts to determine quantity. Counts up to twenty objects.
PK.CC.3. Understand the relationships between numerals and quantities up to 10	Mathematics and Reasoning 15 Number Concepts 15.1.E Identifies numerals. Identifies numerals to ten. 15.3.E Understands operations. Solves addition and subtraction problems within ten.
Count to tell the number of objects	
PK.CC.4. Understand the relationship between numbers and quantities with concrete objects up to 10	Mathematics and Reasoning 15 Number Concepts 15.2.C,D Counts to determine quantity. Points to one object at a time while counting. Counts up to ten objects.

<p>PK.CC.4a. Use one-to-one correspondence to accurately count up to 7 objects in a scattered configuration</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.2.C,D Counts to determine quantity. Points to one object at a time while counting. Counts up to ten objects.</p>
<p>PK.CC.4b. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>PK.CC.4c. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>PK.CC.5. With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 7 things in a scattered configuration</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.</p>
<p>Compare numbers</p>	
<p>PK.CC.6. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects</p>	<p>Mathematics and Reasoning 19 Measurement 19.2.B Compares and seriates. Demonstrates an understanding of more, none and one.</p>
<p>PK.CC.7. With guidance and support count and group objects by number to ten</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.3.C Understands operations. Creates groups of objects.</p>
<p>Operations and Algebraic Thinking</p>	

<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away</p>	
<p>PK.OA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five</p>	<p>Mathematics and Reasoning 15 Number Concepts 15.3.C Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>PK.OA.2. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>PK.OA.3. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>PK.OA.4. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>PK.OA.5. (Begin in Kindergarten or when individual child is ready)</p>	<p>N/A</p>
<p>Measurement and Data</p>	
<p>Describe and compare measurable attributes</p>	

<p>PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow)</p>	<p>Mathematics and Reasoning 19 Measurement 19.1 Estimates and measures.</p>
<p>PK.MD.2. Use non-standard and standard techniques and tools to measure and compare the attributes of two or more concrete objects and use words to define attributes of the objects as same/different, more/less, heavy/light</p>	<p>Mathematics and Reasoning 19 Measurement 19.1.D Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume.</p> <p>Language and Literacy 9 Vocabulary 9.1.E Builds vocabulary. Includes new and technical words in everyday conversations.</p>
<p>Classify object and count the number of objects in each category</p>	
<p>PK.MD.3. Sort, categorize, and classify objects by more than one attribute</p>	<p>Mathematics and Reasoning 18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
<p>Geometry</p>	
<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</p>	

<p>PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart)</p>	<p>Mathematics and Reasoning 17 Spatial Awareness 17.2.E Determines object location. Explains the location of an object in relation to another object or person.</p>
<p>PK.G.2. Identify several basic shapes</p>	<p>Mathematics and Reasoning 16 Shapes 16.1 Identifies shapes</p>
<p>PK.G.3. With guidance and support, explore two- and three-dimensional shapes</p>	<p>Mathematics and Reasoning 16 Shapes 16.1 Identifies shapes</p>
<p>Analyze, compare, create, and compose shapes</p>	
<p>PK.G.4. With guidance and support, compare and contrast two- and three-dimensional shapes of different sizes describing the way they are the same or different</p>	<p>Mathematics and Reasoning 16 Shapes 16.1.E Identifies shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>PK.G.5. Identify shapes in the real world environment</p>	<p>Mathematics and Reasoning 16 Shapes 16.1.F Identifies shapes. Describes objects in the environment as two- and three-dimensional shapes.</p>
<p>PK.G.6. With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two squares together to make a rectangle)</p>	<p>Mathematics and Reasoning 16 Shapes 16.2.F,G Manipulates parts and wholes. Creates complex shapes by putting together other shapes. Builds and analyzes complex shapes constructed from simpler shapes.</p>

SCIENCE

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Developmental Continuum of the
Experience Early Learning Skills

SCIENCE	
Scientific Thinking -- Ask questions & make predictions based on observations through active engagement with materials	
S.PK.1. Use senses to gather, explore, and interpret information	Science 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore environment.
S.PK.2. Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world	Science 25 Scientific Reasoning 25.1 Inquires and predicts
S.PK.3. Record and organize data using graphs, charts, science journals, etc to communicate conclusions regarding experiments and explorations	Science 25 Scientific Reasoning 25.2.G Inquires and predicts. Records findings in tables, charts or diagrams. 25.3.C Evaluates and infers. Shares discoveries with others.

<p>Earth & Space -- Observe and describe characteristics of earth and space</p>	
<p>S.PK.4. Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals, etc.)</p>	<p>Science 28 Earth Science 28.2.B Explores ecosystems. Plays with rocks, sand, dirt or water.</p>
<p>S.PK.5. Demonstrate awareness that physical properties can change over time and under different conditions</p>	<p>Science 27 Physical Science 27.1.E Identifies properties of matter. Manipulates matter and observes any physical changes that may occur.</p>
<p>S.PK.6. Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds and the impact it has on the weather and the seasons</p>	<p>Science 28 Earth Science 28.1.G Identifies weather and climates. Explains the basic properties of the sun, moon and Earth. Describes the role of the sun on weather and day/night patterns.</p>
<p>Living Things -- Observe and describe characteristics of living things</p>	
<p>S.PK.7. Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears, etc.)</p>	<p>Science 26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms</p>

<p>S.PK.8. Observe, describe, and compare the habitats of plants and animals</p>	<p>Science 28 Earth Science 28.2.D,E Explores ecosystems. Describes what familiar animals eat and where they live. Describes a habitat and its characteristics.</p>
<p>Physical Properties -- Acquire knowledge about the physical properties of the world</p>	
<p>S.PK.9. Describe, compare, and categorize objects based on their observable properties</p>	<p>Science 27 Physical Science 27.1.C,F Identifies properties of matter. With support, sorts objects by physical characteristics. Classifies and sorts materials by a variety of physical properties.</p>
<p>S.PK.10. Investigate common interactions between matter and energy (e.g., butter melting in cooking activities, peanuts becoming peanut butter)</p>	<p>Science 27 Physical Science 27.1.E,H Identifies properties of matter. Manipulates matter and observes any physical changes that may occur. Describes characteristics of solids, liquids and gases. Explains how matter changes states.</p>
<p>S.PK.11. Describe and compare the effects of common forces (pushing and pulling) on objects, (i.e. gravity, magnetism, and mechanical forces)</p>	<p>Science 27 Physical Science 27.2 Explores forces and motions</p>
<p>Tools & Technology</p>	
<p>S.PK.12. Use simple tools for investigation of the home, classroom and other familiar places</p>	<p>Science 29 Technology 29.1 Explores technology</p>

SOCIAL STUDIES

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SOCIAL STUDIES	
History	
SS.PK.1. Develop an understanding of how people and things change over time	Social Studies 21 Families and Communities 21.1.G Identifies community and family roles. Describes how roles and responsibilities of families and groups change over time.
SS.PK.2. Demonstrate awareness of different cultures through exploration of customs and traditions, past and present	Social Studies 21 Families and Communities 21.2 Explores cultures and traditions
SS.PK.3. Demonstrate an interest in current events which relate to family, culture, and community	Social Studies 24 History 24.1. Describes past events. Compares and contrasts current and historical conditions of familiar environments.
Civics, Citizenship, and Government	

<p>SS.PK.4. Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community</p>	<p>Social Studies 22 Civics and Economics 22.1 Understands citizenship</p> <p>21 Families and Communities 21.1 Identifies community and family roles</p>
<p>SS.PK.5. Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision-making processes)</p>	<p>Social Studies 22 Civics and Economics 22.1.B,C,D Understands citizenship. Participates in communal activities. Recognizes and attends to authority figures. Follows familiar rules and helps make group decisions.</p>
<p>Economics</p>	
<p>SS.PK.6. Demonstrate an understanding that money is needed in exchange for some goods and services</p>	<p>Social Studies 22 Civics and Economics 22.2.F Understands concepts of trade. Exchanges money, goods or services for other goods or services.</p>
<p>SS.PK.7. Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards)</p>	<p>Social Studies 22 Civics and Economics 22.2.F Understands concepts of trade. Exchanges money, goods or services for other goods or services.</p>
<p>Career Development</p>	

SS.PK.8. Develop awareness about a wide variety of careers and work environments

Social Studies
21 Families and Communities
21.1.D Identifies community and family roles. Identifies and role-plays familiar community helpers.

CREATIVE ARTS

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Experience Early Learning Skills

CREATIVE ARTS	
Visual Arts - Express self and represent what he/she knows, thinks, believes and feels through visual arts	
CA.PK.1. Experiment with a variety of mediums and art materials for tactile experience and exploration	Creative Development 32 Visual Arts 32.1.C Develops artistic techniques. Explores a variety of artistic tools and media.
CA.PK.2. Create artistic works with intent and purpose using varying tools, texture, color, and technique	Creative Development 32 Visual Arts 32.1.D,E Develops artistic techniques. Chooses an object or tool to use with a given medium for a desired effect. Uses artistic tools and media to create intentional designs or images.
CA.PK.3. Respond and react to visual arts created by self and others	Creative Development 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.
Music - Expresses self by engaging in musical activities	

<p>CA.PK.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing</p>	<p>Creative Development 30 Music 30.1.B,C,E Develops rhythm and tone. Responds to change in sound, rhythm, volume or melody. Claps to beat. Recognizes the difference between a singing and speaking voice. Sings along to familiar songs.</p>
<p>CA.PK.5. Create sounds using voice, traditional instruments and/or non-traditional instruments</p>	<p>Creative Development 30 Music 30.2.D Expresses through music. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>Creative Movement & Dance</p>	
<p>CA.PK.6. Express feelings of what is felt and heard through dance or creative movement</p>	<p>Creative Development 31 Dance and Movement 31.2.F Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement.</p>
<p>CA.PK.7. Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props', etc.)</p>	<p>Creative Development 31 Dance and Movement 31.2.C,D,E Expresses through dance and movement. Moves in own way to music and rhythm. Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movement). Demonstrates the difference between spontaneous and planned movement. Creates movement based on own ideas.</p>
<p>Theater/Dramatic Play</p>	

<p>CA.PK.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences</p>	<p>Creative Development 33 Drama 33.1 Participates in dramatic play</p>
<p>CA.PK.9. Respond and react to theatre and drama presentations</p>	<p>Creative Development 33 Drama 33.1 Participates in dramatic play</p> <p>Language and Literacy 13 Reading Comprehension 13.2.E Retells, asks and answers questions. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>Social and Emotional Development 1 Self Concept 1.1.C Expresses preferences. Expresses likes and dislikes.</p>
<p>Cultural Differences</p>	
<p>CA.PK.10. Participate in artistic activities (music and dance) representing different cultures</p>	<p>Social Studies 21 Families and Communities 21.2 Explores cultures and traditions.</p>

PHYSICAL DEVELOPMENT

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Developmental Continuum of the
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PHYSICAL DEVELOPMENT	
Sensorimotor - use senses to assist & guide learning; using sensory information to plan & carry out movement	
PD.PK.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment	Science 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore the environment.
PD.PK.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them	Creative Development 31 Dance and Movement 31.1.C Develops dance and movement techniques. Explores personal space and direction.
Gross Motor - demonstrate coordination and control of large muscles	
PD.PK.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping)	Physical Development 4 Gross Motor 4.1 Builds strength and balance

<p>PD.PK.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology)</p>	<p>Physical Development 4 Gross Motor 4.2 Coordinates large movements</p>
<p>Fine Motor - demonstrate eye-hand coordination and dexterity needed to manipulate objects</p>	
<p>PD.PK.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools)</p>	<p>Physical Development 5 Fine Motor 5.2 Uses drawing/writing tools</p>
<p>PD.PK.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)</p>	<p>Physical Development 5 Fine Motor 5.1 Controls small movements</p>
<p>Personal Health & Safety - Physical Health & Well-Being</p>	
<p>PD.PK.7. Demonstrate personal care and hygiene skills</p>	<p>Physical Development 6 Health and Safety 6.2 Practices good hygiene</p>
<p>PD.PK.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise)</p>	<p>Physical Development 6 Health and Safety 6.1 Makes healthy food and exercise choices</p>

PD.PK.9. Demonstrate awareness and understanding of safety rules	Physical Development 6 Health and Safety 6.3 Demonstrates safe practices
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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.	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.	Explains why rules and regulations are important and what might happen if they are not followed.	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.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.	
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.	
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.	
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.	
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.	
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stocks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
		5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.	
	6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.	
		6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.	
	6.3 Demonstrates safe practices	Responds to possible dangers in environment and avoids them when prompted.	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
7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
	7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
	8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words, isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
	10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
	13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
	14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

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

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		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one 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 five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.
	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 self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
19.2 Compares and seriates		Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people or 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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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 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 how matter changes states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.	
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.	
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.	
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
	Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
			30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
31 Dance and Movement		31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposefully. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.	
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.	
32 Visual Arts		32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.	
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.	
33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.		
	33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.		

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