



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

Utah Early Childhood Core Standards – Preschool

# The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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

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

Visit [http://mothergoosetime.com/all\\_about/research.php](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 Utah Early Childhood Core Standards for Preschool with the Developmental Continuum of the Experience Early Learning Skills.

## Additional Learning Goals

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

- 15.1 Identifies numerals
- 17.2 Describes object location
- 21.2 Explores cultures and traditions
- 23.1 Identifies types of places
- 23.2 Uses maps
- 24.1 Describes past events
- 26.1 Identifies basic needs
- 29.1 Explores technology
- 32.2 Expresses through visual arts
- Second Language Acquisition

For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).

# English Language Arts

Utah Early Childhood Core Standards

Developmental Continuum of the Experience Early Learning Skills

<b>English Language Arts</b>	
RL. Reading Standards for Literature - Preschool	
Key Ideas and Details	
1. With prompting and support, state some details of a text.	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C,E Retells, asks and answers questions.</b> Answers “What...?” questions about stories and books. Recalls the name of the main character. Retells portions of a story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>

<p>2. Listen attentively and retell simple stories through conversation, art, movement, or drama.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,E Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.D,E Retells, asks and answers questions.</b> 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 being read, asks and answers simple questions about characters, setting and events.</p>
<p>3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.2.E,F Retells, asks and answers questions.</b> Retells portions of a story. As the story is being 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.</p>
<p>Craft and Structure</p>	

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<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.E Builds vocabulary.</b> Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Recognizes common types of text (poem, storybook, fact book).</p>
<p>6. With prompting and support, recognize that books have a title, author, and illustrator.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.C,D,F Demonstrates print knowledge.</b> Identifies the front/back and top/bottom of a book. Identifies letters, words, spaces and some punctuation. Names author and illustrator.</p>
<p>Integration of Knowledge and Ideals</p>	
<p>7. Understand that illustrations help tell the story.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.B,C Responds to text.</b> Points to pictures and repeats words from familiar stories. Talks about pictures and ideas in familiar stories.</p>

<p>9. Identify characters and their experiences in familiar stories.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.E Responds to text.</b> Relates to the characters or events of the story and shares a similar experience or object from own life.  <b>13.2.E Recalls, asks and answers questions.</b> As the story is read, asks and answers simple questions about characters, setting and events.</p>
<p>Range of Reading and Level of Complexity</p>	
<p>10. Engage in shared reading experiences and explore books independently.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p><b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1 Responds to text</b>  <b>13.2 Retells, asks and answers questions</b></p>
<p>RI. Standards for Informational Text - Preschool</p>	
<p>Key Ideas and Details</p>	

1. With prompting and support, ask and answer questions about details in a text and make personal connections with text.

**Language and Literacy**

**13 Reading Comprehension**

**13.1.E,G Responds to text.** Relates to the characters or events of the story and shares a similar experience or object from own life. Makes many text-to-text, -self and -world connections.

**13.2.E Retells, asks and answers questions.** As the story is read, asks and answers simple questions about characters, setting and events.

**11 Concepts of Print**

**11.1.F,G Demonstrates print knowledge.** Recognizes common types of text (poem, storybook, fact book). Explains the difference between books that tell stories and those that give information. **11 Concepts of Print**

**11.1.G Demonstrates print knowledge.** Explains the difference between books that tell stories and those that give information.

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- 2. Listen to a wide variety of informational text.
  - a. With prompting and support, participate in discussion of a text.
  - b. Identify some details of a text.

**Language and Literacy**

**11 Concepts of Print**

**11.1.F,G Demonstrates print knowledge.** Recognizes common types of text (poem, storybook, fact book). Explains the difference between books that tell stories and those that give information.

**13 Reading Comprehension**

**13.1.C Responds to text.** Talks about pictures and ideas in familiar stories.

**13.2.C,E Retells, asks and answers questions.** Answers “What...?” questions about stories and books. Retells portions of a story. As the story is being read, asks and answers simple questions about characters, setting and events.



<p>3. With prompting and support, discuss information in a text and make connections to personal experiences.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F,G Demonstrates print knowledge.</b> Recognizes common types of text (poem, storybook, fact book). Explains the difference between books that tell stories and those that give information.</p> <p><b>13 Reading Comprehension</b>  <b>13.1.C,E,G Responds to text.</b> Talks about pictures and ideas in familiar stories. Relates to the characters or events of the story and shares a similar experience or object from own life. Makes many text-to-text, -self and -world connections.  <b>13.2.E Retells, asks and answers questions.</b> Retells portions of a story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>
<p>Craft and Structure</p>	
<p>4. With guidance and support, connect new vocabulary in a text with known words or experiences.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.E,F,G Builds vocabulary.</b> Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. Compares words and their meanings. Identifies words whose meanings are similar. Determines the meaning of words from context or from root word.</p>

<p>5. With prompting and support, identify the front cover, back cover, and title page of a book.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.C,D Demonstrates print knowledge.</b> Identifies the front/back and top/bottom of a book. Identifies letters, words, spaces and some punctuation.</p>
<p>6. With prompting and support, understand that a book has an author and an illustrator/photographer.</p>	<p><b><u>Language and Literacy</u></b>  <b>11 Concepts of Print</b>  <b>11.1.F Demonstrates print knowledge.</b> Names author and illustrator.</p>
<p>Integration of Knowledge and Ideals</p>	
<p>7. With modeling and support, understand that illustrations/ photographs provide information about a text.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.B,C Responds to text.</b> Points to pictures and repeats words from familiar stories. Talks about pictures and ideas in familiar stories.</p>
<p>8. With modeling and support, recall details from a text.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.C Responds to text.</b> Talks about pictures and ideas in familiar stories.  <b>13.2.C,E Retells, asks and answers questions.</b> Answers “What...?” questions about stories and books. Recalls the name of the main character. Retells portions of a story. As the story is being read, asks and answers simple questions about characters, setting and events.</p>

<p>9. With prompting and support, recognize that there are similarities and differences between two texts on the same topic.</p>	<p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1.F,G Responds to text.</b> With support, compare similarities between two texts. Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.</p>
<p>Range of Reading and Level of Complexity</p>	
<p>10. With modeling and support, participate in shared reading experiences.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C,D Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p><b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p><b><u>Language and Literacy</u></b>  <b>13 Reading Comprehension</b>  <b>13.1 Responds to text</b>  <b>13.2 Retells, asks and answers questions</b></p>
<p>RF. Reading Standards for Foundational Skills - Preschool</p>	
<p>Print Concepts</p>	

<p>1. With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.</p> <p>a. Recognize that print is read from top to bottom and left to right.</p> <p>b. Recognize the difference between pictures and words on a page or in the environment.</p> <p>d. Recognize the difference between letters, numbers, and other symbols.</p> <p>e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).</p>	<p><b><u>Language and Literacy</u></b></p> <p><b>11 Concepts of Print</b></p> <p><b>11.1.B-E Demonstrates print knowledge.</b> 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 direction of text. Touches a written word on the page for each spoken word. Tracks print from the end of one line to the beginning of the next line.</p> <p><b>12 Letter/Word Recognition</b></p> <p><b>12.1.C,D Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes some common words in print, such as his/her name, mom, dad or stop.</p>
<p>Phonological Awareness</p>	

<p>2. With guidance and support, begin to identify sounds (phonemes) in spoken words.</p> <ul style="list-style-type: none"> <li>a. Respond to the rhythm of spoken language, such as songs, poems, or chants.</li> <li>b. Begin to recognize syllables (word parts) in simple words.</li> <li>c. Begin to recognize initial sounds in words (e.g., own name).</li> <li>d. Begin to demonstrate understanding the concept of first, middle and last.</li> </ul>	<p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.B-G Hears small units of sound.</b> 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 hear in one-syllable words.</p> <p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.B Develops rhythm and tone.</b> Responds to changes in sound, rhythm, volume or melody.</p>
<p>Phonics and Word Recognition</p>	
<p>3. With guidance and support, recognize that words are made up of letters and their sounds.</p> <ul style="list-style-type: none"> <li>a. Recognize that letters have names and sounds.</li> <li>c. Recognize own name.</li> <li>d. Distinguish between items that are the same or different, such as pictures, objects, and letters.</li> </ul>	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.C,D Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print. Recognizes some common words in print, such as his/her name, mom, dad or stop.  <b>12.2.C,D,E Makes letter-sound connections.</b> Recognizes the sound of the first letter in his/her name. Identifies six to fifteen letters and their sounds. Recognizes that letters make up words.</p>
<p>W. Standards for Writing - Preschool</p>	

Text Types and Purposes	
<p>1. With modeling and support, use a combination of drawing, dictating, and scribbling to represent a topic (e.g., “This is my family...”).</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record and event or idea. Draws pictures to support writing.</p>
<p>2. With modeling and support, use a combination of drawing, dictating, and scribbling to extend learning of a topic.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record and event or idea. Draws pictures to support writing.</p>
<p>3. With modeling and support, use a combination of drawing, dictating, and scribbling to share one or more events of a story.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record and event or idea. Draws pictures to support writing.</p>
Production and Distribution of Writing	

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<p>5. With modeling, guidance, and support, talk about drawing, dictation, or developmentally appropriate writing.</p>	<p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.D Expresses through writing.</b> Draws lines, circles or shapes and explains who or what they represent.</p> <p><b>8 Communication</b>  <b>8.1.C,E Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Tells stories and engages in conversations through multiple exchanges.</p>
<p>6. Use a variety of writing/drawing tools (e.g., chalk, crayon, paint, markers, stamps, Magna Doodle, pencil, and computer) to represent ideas.</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2.B,C,D Uses drawing/writing tools.</b></p> <p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Draws pictures to support writing.</p> <p><b><u>Creative Development</u></b>  <b>32.1.C Develops artistic techniques.</b> Explores a variety of artistic tools and media.</p>
<p>Research to Build and Present Knowledge</p>	

<p>7. With guidance and support, participate in group activities that use a combination of drawing, dictating, and scribbling specific to a topic.</p>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.2.B,C,D Uses drawing/writing tools.</b></p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.E,G Observes and experiments.</b> Explores scientific phenomenon and records observations by drawing. Experiments or gathers information. Records findings in tables, charts or diagrams.</p> <p><b><u>Language and Literacy</u></b>  <b>14 Emergent Writing</b>  <b>14.2.E,F Expresses through writing.</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Draws pictures to support writing.</p>
<p>8. With guidance and support, participate in discovery activities to gain new information.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.  <b>25.2.C Observes and experiments.</b> Investigates an object or group of objects in multiple ways.</p>
<p>SL. Standards for Speaking &amp; Listening - Preschool</p>	
<p>Comprehension and Collaboration</p>	



<p>1. Communicates with adults and peers in small and larger groups.</p> <p>a. Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D Comprehends spoken language.</b> Listens to a story or request and then responds appropriately.</p> <p><b>8 Communication</b>  <b>8.1.C,D Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>2. With guidance and support, ask and answer simple questions about text or media.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,F Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Asks and answers general questions about information or stories shared orally.</p> <p><b>8 Communication</b>  <b>8.1.C,D Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.E Retells, asks and answers questions.</b> As the story is being read, asks and answers simple questions about characters, setting and events.</p>

<p>3. With guidance and support, ask and answer simple questions.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,F Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Asks and answers general questions about information or stories shared orally.</p> <p><b>8 Communication</b>  <b>8.1.C,D Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.E Retells, asks and answers questions.</b> As the story is being read, asks and answers simple questions about characters, setting and events.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. With prompting and support, describe familiar people, places, things, and events.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D Builds vocabulary.</b> Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>

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<p>5. With prompting and support, recognize that objects, symbols, and pictures can provide additional detail.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.G Comprehends spoken language.</b> Asks or answers specific questions about key details from information or stories shared orally.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.G Retells, asks and answer questions.</b> Retells stories and includes key details.</p> <p><b>14 Emergent Writing</b>  <b>14.2.F Expresses through writing.</b> Draws pictures to support writing.</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences.  <b>8.2.F Speaks in sentences.</b> Speaks audibly.</p>
<p>L. Standards for Language - Preschool</p>	
<p>Conventions of Standard English</p>	

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1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Speak in simple sentences to communicate needs and wants.
- c. Orally use singular and plural nouns, (e.g., bird, birds; house, houses; tree, trees).
- d. Respond to and ask questions (e.g., who, what, where, when, why, and how).
- e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Speak in simple sentences to communicate ideas.

**Language and Literacy**

**8 Communication**

**8.1.C Communicates ideas.** Communicates needs, desires and ideas using simple sentences.

**8.2.F Speaks in sentences.** Speaks in simple complete sentences. Uses questions words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.

**7 Listening Comprehension**

**7.1.F Comprehends spoken language.** Asks and answers general questions about information or stories shared orally.

<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Recognize that there are upper- and lowercase letters.</p> <p>d. Use beginning phonemic awareness, including making up chants, rhymes, and playing with alliterative language.</p>	<p><b><u>Language and Literacy</u></b></p> <p><b>10 Phonological Awareness</b></p> <p><b>10.1.D Hears small units of sound.</b> Identifies words that have a similar beginning sound.</p> <p><b>10.2.C,D,E Identifies rhyme and alliteration.</b> 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.</p> <p><b>11 Concepts of Print</b></p> <p><b>11.1.D Demonstrates print knowledge.</b> Identifies letters, word, spaces and some punctuation.</p> <p><b>12 Letter/Word Recognition</b></p> <p><b>12.1.E Identifies letters and words.</b> Names all upper and lower case letters when presented.</p> <p><b>14 Emergent Writing</b></p> <p><b>14.1.F Writes name, words and sentences.</b> Prints upper and lower case letters appropriately.</p>
<p>Vocabulary Acquisition and Use</p>	

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<p>4. With prompting and support, ask questions and name familiar people, objects, and animals from picture cues or objects in the child’s environment.</p> <p>a. With prompting and support, connect new vocabulary with known words and experiences.</p> <p>b. With prompting and support, discuss words, phrases, and their meanings as found in texts, instruction, and conversations.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.E,F Builds vocabulary.</b> 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.</p>
<p>5. With guidance and support, identify common words regarding people, objects, and animals in the environment.</p> <p>a. Discuss commonalities and differences and sort by one attribute (e.g., color, size).</p> <p>b. Increase vocabulary to include contrasting and descriptive words/opposites (e.g., night/day, boy/girl, up/down).</p> <p>c. Access prior knowledge and experiences to identify connections between words and their applications to real life.</p> <p>d. Engage in and describe simple actions.</p>	<p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.D-G Builds vocabulary.</b> Describes familiar people, places and objects. Seeks additional 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 meanings are similar. Determines the meaning of unknown words from context or from root word.</p>

<p>6. With prompting and support, begin simple dialogue about self or texts read aloud.</p>	<p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,E,F Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Expands on stories or information shared orally. Asks and answers general questions about information or stories shared orally.</p> <p><b>8 Communication</b>  <b>8.1.C,E,G Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Tells stories and engages in conversations through multiple exchanges. Discusses ideas and feelings about a wide range of age-appropriate topics.</p>
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# Mathematics

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<b>Mathematics</b>	
CC. Counting and Cardinality - Preschool	
Know number names and count sequence.	
1. Begin to count to 10 by ones.	<b><u>Mathematics and Reasoning</u></b> <b>15 Number Concepts</b> <b>15.2.D Counts to determine quantity.</b> Counts up to ten objects.
2. Recognize that numbers have a certain order (1, 2, 3, etc.).	<b><u>Mathematics and Reasoning</u></b> <b>15 Number Concepts</b> <b>15.2.D Counts to determine quantity.</b> Counts up to ten objects.
3. Recognize the difference between letters, numbers, and other symbols.	<b><u>Language and Literacy</u></b> <b>12 Letter/Word Recognition</b> <b>12.1.C Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print.
Count to tell the number of objects.	
4. Begin to count objects with support. b. Recite numbers in the correct order and understand that numbers have a correct sequence.	<b><u>Mathematics and Reasoning</u></b> <b>15 Number Concepts</b> <b>15.2.C,D Counts to determine quantity.</b> Points to one object at a time while counting. Counts up to ten objects.



Compare numbers.	
6. Visually identify or count to determine which of two sets has more objects (1–5).	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.2.C,D Counts to determine quantity.</b> Points to one object at a time while counting. Counts up to ten objects.  <b>15.3.D Understands operations.</b> Creates and counts groups of objects.</p> <p><b>19 Measurement</b>  <b>19.1.C Estimates and measures.</b> Determines which object is bigger (heavier, larger) when given two objects.  <b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
7. Recognize the difference between letters, numbers, and other symbols.	<p><b><u>Language and Literacy</u></b>  <b>12 Letter/Word Recognition</b>  <b>12.1.C Identifies letters and words.</b> Recognizes the difference between pictures, letters and numbers in print.</p>
OA. Operations and Algebraic Thinking - Preschool	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	

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<p>1. Explore how adding to and/or taking away objects changes the size of a group.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>15 Number Concepts</b>  <b>15.3.D Understands operations.</b> Creates and counts groups of objects. Removes objects from the group as prompted and recounts.</p>
<p>6. Begin to duplicate and extend simple patterns (e.g., ababab).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.1.C,D Identifies and creates patterns.</b> Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.</p>
<p>MD. Measurement and Data - Preschool</p>	
<p>Describe and compare measurable attributes.</p>	

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<p>1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).</p> <p>a. Compare simple data (e.g., likes/dislikes, number of boys/girls in class today).</p>	<p><b><u>Mathematics and Reasoning</u></b></p> <p><b>18 Patterns and Sorting</b></p> <p><b>18.2.C Matches, sorts and charts.</b> Sorts objects by one feature, such as size or color.</p> <p><b>19 Measurement</b></p> <p><b>19.1.B,C,D Estimates and measures.</b> Explores size and weight of objects in relation to self. Determines which object is bigger (heavier, larger) when given two objects. Uses nonstandard measurement tools to estimate approximate size or volume.</p> <p><b>19.2.B,C Compares and seriates.</b> 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.</p>
<p>2. Begin to compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/ smaller]).</p>	<p><b><u>Mathematics and Reasoning</u></b></p> <p><b>19 Measurement</b></p> <p><b>19.1.B,C,D Estimates and measures.</b> Explores size and weight of objects in relation to self. Determines which object is bigger (heavier, larger) when given two objects. Uses nonstandard measurement tools to estimate approximate size or volume.</p> <p><b>19.2.C Compares and seriates.</b> Compares and orders two to three objects according to size, length, hue or weight.</p>
<p>Classify objects and count the number of objects in each category.</p>	

<p>3. Sort objects into given categories.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.C Matches, sorts and charts.</b> Sorts 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.</p>
<p>G. Geometry - Preschool</p>	
<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	
<p>1. Begin to recognize and name basic shapes.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes.</p>
<p>2. Begin to recognize basic shapes, regardless of size.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes.</p>

<p>3. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D,E Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>17 Spatial Awareness</b>  <b>17.1.F Flips and rotates objects.</b> Identifies two- and three-dimensional shapes and symbols regardless of orientation.</p>
<p>Analyze, compare, create, and compose shapes.</p>	
<p>4. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D,E Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>17 Spatial Awareness</b>  <b>17.1.F Flips and rotates objects.</b> Identifies two- and three-dimensional shapes and symbols regardless of orientation.</p>

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<p>5. Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D,E Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.  <b>16.2.C,D,F Manipulates parts and wholes.</b> 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 complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.</p>
<p>6. Begin to recognize basic shapes when shown simple line drawings.</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>16 Shapes</b>  <b>16.1.C,D Identifies shapes.</b> Identifies a few basic shapes. Identifies four to six basic geometric shapes.</p>

## Approaches to Learning and Science

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<b>Approaches to Learning and Science - Preschool</b>	
1. Students will learn the processes, communication, and nature of science. The child displays an orientation to learning.	
1-2. Displays a sense of curiosity and willingness to try new things.	
a. Actively explores and experiments.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,D Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p>
b. Shows interest and curiosity in new people and objects.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
c. Pays attention to people and objects.	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C,D Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p>

<p>d. Makes things happen and watches for results or repeats action.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.C, Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>3-5. Demonstrates confidence in a range of abilities.</p>	
<p>a. Is aware of and believes in own abilities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C,D,E Takes responsibility.</b> Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity.</p>
<p>b. Attempts challenging activities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E Maintains attention.</b> 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>c. Asks for help when needed.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.C Takes responsibility.</b> Asks for help.</p> <p><b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Asks adult to help solve social problems.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C Solves problems.</b> Recognizes a problem and asks for help.</p>
<p>Child develops abilities and skills that promote learning.</p>	
<p>1. Persists in completing tasks.</p>	
<p>a. Maintains interest in a project or activity.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>b. Ignores minor distractions.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.D,E Maintains attention.</b> 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>2. Works collaboratively with others.</p>	

<p>a. Shares materials.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>
<p>b. Helps others.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share. Seeks out opportunities to help others.</p>
<p>c. Follows simple rules and routines.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D Follows rules and routines.</b> Follows rules and routines. Expresses feelings about fairness.</p>
<p>d. Uses imitation or pretend play to learn new roles and relationships.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.D,E Identifies community and family roles.</b> Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. Identifies roles of self and others and describes the job each may do.</p>

<p>e. Communicate with familiar adults and accept guidance.</p>	<p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.1.C Understands citizenship.</b> Recognizes and attends to authority figures.</p> <p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.1. Comprehends spoken language.</b> Responds to simple statements and questions. Listens to a story or request and then responds appropriately.</p> <p><b>8 Communication</b>  <b>8.1 Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>3. Approaches tasks with organization.</p>	

<p>a. Recognizes the process (such as cause and effect, first steps, etc.).</p>	<p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.B Solves problems.</b> Experiments with cause and effect. Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,F Inquires and predicts.</b> Identifies personal interests and seeks more information. Predicts multiple outcomes to a question or situation and explains personal reasoning.  <b>25.2.F Observes and experiments.</b> Investigates an object or group of objects in multiple ways. Gathers information or experiments to prove/disprove a hypothesis.  <b>25.3.F Evaluates and infers.</b> Uses information and observations to verify a prediction.</p>
<p>b. Knows how to access resources.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2 Observes and experiments.</b> Gathers information or experiments.</p>
<p>2. Students will gain an understanding of earth and space science.</p>	
<p>Investigate non-living things.</p>	

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<p>1. Use senses to explore objects and the environment.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.2.B Observes and experiments.</b> Uses senses to explore the environment.</p>
<p>2. Attend to colors and textures in the natural environment.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.1.B,C,D Identifies properties of matter.</b> 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.</p>
<p>3. Show interest and curiosity in indoor and outdoor environments.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p> <p><b>28 Earth Science</b>  <b>28.1.B,C Identifies weather and climates.</b> Points at clouds and explores the feel of rain and wind. Notices changes in temperature or weather in the immediate environment.  <b>28.2.B,C Explores ecosystems.</b> Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Identifies familiar animals, plants or rocks in immediate environment.</p>

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<p>4. Ask questions for further information.</p>	<p><b><u>Science</u></b>  <b>25 Scientific Reasoning</b>  <b>25.1.C,E Inquires and predicts.</b> Identifies personal interests and seeks more information. Asks questions or shows curiosity.</p>
<p>Observe and describe the changes in day and night.</p>	
<p>1. Recognize the difference between day and night.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.G Identifies weather and climates.</b> Describes the role of the sun on weather and day/night patterns.</p>
<p>Compare changes in the weather over time.</p>	
<p>1. Recognize changes in the seasons.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.C,D,E Identifies weather and climates.</b> Notices 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.</p>
<p>2. Understand hot and cold.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.B Identifies weather and climates.</b> Understands hot and cold.</p>

<p>3. Understand rain, snow, and sun.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.1.B-E Identifies weather and climates.</b> Understands hot and cold. Points at clouds and explores the feel of rain and wind. Notices 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.</p>
<p>3. Students will gain an understanding of physical science through the study of the forces of motion and the properties of materials.</p>	
<p>Identify how non-living things move.</p>	
<p>1. Set objects in motion by pushing, pulling, kicking, and rolling.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.B,C Explores forces and motions.</b> Uses body to push or pull toys. Explores motion by moving, rolling, blowing on or dropping a toy.</p>
<p>2. Describe motion as fast or slow.</p>	<p><b><u>Science</u></b>  <b>27 Physical Science</b>  <b>27.2.D,F Explores forces and motions.</b> Explains how common vehicles, animals and people move. Experiments and compares the movement of various objects on a variety of surfaces.</p>
<p>Describe parts of non-living things.</p>	

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<p>1. Identify objects that are a part of the nonliving world such as rocks and man-made objects.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2.E Classifies organisms.</b> Sorts organisms as living or nonliving and explains why.</p> <p><b>28 Earth Science</b>  <b>28.1.B Identifies weather and climates.</b> Points at clouds and explores the feel of rain and wind.</p> <p><b><u>Language and Literacy</u></b>  <b>9 Vocabulary</b>  <b>9.1.C Builds vocabulary.</b> Identifies familiar people, places or objects.</p>
<p>4. Students will gain an understanding of life science through the study of changes in organisms over time and the nature of living things.</p>	
<p>Investigate living things.</p>	
<p>1. Watch intently and say names and sounds of animals at a zoo or farm.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2. Classifies organisms.</b> Identifies and names familiar people, characters and animals.</p> <p><b><u>Language and Literacy</u></b>  <b>10 Phonological Awareness</b>  <b>10.1.B Hears small units of sound.</b> Imitates sounds and tones.</p>



<p>2. Match mother and baby animals.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2.B Classifies organisms.</b> Identifies and names familiar people, characters and animals.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>18 Patterns and Sorting</b>  <b>18.2.B Matches, sorts and charts.</b> When shown one object, finds the match.</p>
<p>Describe the parts of living things.</p>	
<p>1. Identify objects that are a part of the living world, such as animals, insects, plants, and humans.</p>	<p><b><u>Science</u></b>  <b>26 Life Science</b>  <b>26.2.D,E Classifies organisms.</b> Identifies if an object can grow, eat or move. Sorts organisms as living or nonliving and explains why.</p>
<p>2. Identify animals with their common living environment.</p>	<p><b><u>Science</u></b>  <b>28 Earth Science</b>  <b>28.2.C,D,E Explores ecosystems.</b> Identifies familiar animals, plants or rocks in immediate environment. Describes what familiar animals eat and where they live. Describes a habitat and its characteristics.</p>

**Social Emotional/Social Studies**

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<b>Social Emotional/Social Studies - Preschool</b>	
1. The child develops self-awareness and positive self-esteem.	
1. Knows personal information.	
a. Calls self by name and begins to use words such as “I” or “me.”	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.A Expresses preference.</b> Responds to name and explores self in mirror.</p> <p><b><u>Social Studies</u></b>  <b>22 Civics and Economics</b>  <b>22.2.B Understands concepts of trade.</b> Says me, mine.</p>

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<p>a. Develops awareness of self as separate from others, and engages in behaviors that build relationships with familiar adults.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.3.C Respects diversity.</b> Identifies physical similarities and differences between self and others.</p> <p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.A,B,C Builds positive relationships.</b> 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.</p>
<p>c. Knows and uses friends' names.</p>	<p><b><u>Social Studies</u></b>  <b>21 Families and Communities</b>  <b>21.1.B,C Identifies community and family roles.</b> Recognizes the difference between a familiar and unfamiliar person. Identifies familiar people and pets.</p>
<p>2. Demonstrates awareness of abilities and preferences.</p>	
<p>a. Selects activities based on preferences.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.1.D Expresses preference.</b> When given two to three options, chooses his/her most desired option.</p>
<p>b. Participates in activities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.D Builds positive relationships.</b> Joins a group and participates in group play.</p>

<p>c. Asks others for help when needed.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C Takes responsibility.</b> Asserts a desire to start or end an activity. Asks for help.</p> <p><b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Asks adult to help solve social problems.</p> <p><b><u>Mathematics and Reasoning</u></b>  <b>20 Logic</b>  <b>20.1.C Solves problems.</b> Recognizes a problem and asks for help.</p>
<p>3. Develops growing capacity for independence.</p>	
<p>a. Leaves parent or caregiver without undue anxiety.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.B Takes responsibility.</b> Participates in daily routines or familiar activities.</p>
<p>b. Plays independently or engages in parallel play with other children.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.C Maintains attention.</b> Focuses on an engaging activity for a short period of time independently or with an adult.</p> <p><b>3 Social Relationships</b>  <b>3.1.C,D Builds positive relationships.</b> Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p>

<p>c. Begins to initiate interactions with adults and peers.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.E Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons.</p>
<p>4. Expresses self in different roles and mediums.</p>	
<p>a. Engages in pretend play and acts out roles.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p>
<p>b. Expresses feelings and emotions through facial expressions, sounds, or gestures and words.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.B,C Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures. Experiments and role plays with a range of emotions.</p>
<p>c. Expresses feelings, needs, and wants in a socially productive manner.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.D,E Identifies and manages feelings.</b> Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p>

<p>d. Shows pride in increasing abilities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.C,E Takes responsibility.</b> Asserts a desire to start or end an activity. Independently completes a familiar activity and offers to help others with a similar activity.  <b>1.3.B Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures.</p>
<p>2. The child develops social skills that promote positive interactions with others.</p>	
<p>1. Develops skills to interact cooperatively with others.</p>	
<p>b. Responds to and interacts with another child.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D,E Builds positive relationships.</b> 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.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.D Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges.</p>

<p>c. Takes turns, verbally and nonverbally.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.A,D Cooperates.</b> Enjoys turn-taking games such as peek-a-boo. Plays cooperatively with others and begins to share.</p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.D Communicates ideas.</b> Asks simple questions and stays on topic for two to three exchanges.</p>
<p>2. Participates in cooperative play.</p>	
<p>a. Follows agreed-upon rules (e.g., not hitting, etc.).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D,F Follow rules and routines.</b> Follows rules and routines. Expresses feelings about fairness. Participates in setting, defining and following rules.</p>
<p>b. Joins in ongoing activities.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D Builds positive relationships.</b> Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p>

<p>c. Initiates play with others.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.C,D,E Builds positive relationships.</b> 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.</p>
<p>3. Employs positive social behaviors with peers and adults.</p>	
<p>a. Recognizes and begins to respond to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.B Maintains attention.</b> Attends to what others are looking at or pointing to.</p> <p><b>3 Social Relationships</b>  <b>3.1.A,B Builds positive relationships.</b> Connects with caregivers through eye contact and gentle touch. Greets and stays near familiar people.</p> <p><b><u>Creative Development</u></b>  <b>33.1.A,B Participates in dramatic play.</b> Imitates simple movements and facial expressions. Mimics observed behaviors and words.</p>



<p>b. Forms positive relationships with adults.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.A,B,C Builds positive relationships.</b> 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.</p>
<p>c. Develops friendships with peers.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.E,F Builds positive relationships.</b> Initiates play, conversations and interactions with one or more persons. Begins to describe friendships and other meaningful relationships.</p>
<p>4. Develops self-control by regulating impulses and feelings.</p>	<p style="background-color: #e0e0e0;"></p>
<p>a. Begins to follow simple rules, routines, and directions.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D Follows rules and routines.</b> Follows rules and routines. Expresses feelings about fairness.</p> <p><b><u>Language and Literacy</u></b>  <b>7 Listening Comprehension</b>  <b>7.2.B Follows verbal directions.</b> With prompts and gestures, follows a one-step direction.</p>

<p>b. Understands and accepts limitations (e.g., being told “no”).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.1.D,E Follows rules and routines.</b> Follows rules and routines. Expresses feelings about fairness. Explores personal limits. Identifies when others are or are not following familiar rules and routines.</p>
<p>c. Seeks ways to find comfort in new situations, and shows ability to cope with stress.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.B,D Identifies and manages feelings.</b> Shows a range of emotions with facial expressions and gestures. Soothes self. Recognizes personal feelings. Controls impulses with reminders.</p> <p><b>2 Self Direction</b>  <b>2.3.G Transitions and adapts.</b> Describes strategies to adapt and calm oneself in new or stressful situations.</p>
<p>5. Expresses emotions and feelings.</p>	
<p>a. Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.C,D,E Identifies and manages feelings.</b> Experiments and role-plays with a range of emotions. Recognizes personal feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p>

<p>b. Identifies feelings (e.g., thirsty, hungry, hot, cold).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.D,E Identifies and manages feelings.</b> Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior.</p> <p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.B,C Makes healthy food and exercise choices.</b>          Communicates when hungry, thirsty, or tired. Anticipates the need to eat, rest and drink.</p>
<p>c. Begins to show concern for others.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.3.C Cares for and responds to others.</b> Demonstrates concern for someone who is sad or upset.</p>
<p>6. Develops skills to solve conflicts. With guidance, child:</p>	
<p>a. Begins to recognize other children’s feelings and emotions.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.3.F Cares for and responds to others.</b> Identifies feelings of others and responds accordingly.</p>

<p>b. Begins to respond to other children’s feelings and emotions.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.3.C,D,F Cares for and responds to others.</b> Demonstrates concern for someone who is sad or upset. Explains a reason why someone may be happy or sad. Identifies feelings of others and responds accordingly.</p>
<p>c. Learns social skills, and eventually words, for expressing feelings, needs, and wants.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.3.E,F Identifies and manages feelings.</b> Names some personal feelings and uses strategies to manage behavior. Identifies and explains personal feelings.</p> <p><b>3 Social Relationships</b>  <b>3.1 Builds positive relationships.</b>  <b>3.2 Cooperates.</b>  <b>3.3. Cares for and responds to others.</b></p> <p><b><u>Language and Literacy</u></b>  <b>8 Communication</b>  <b>8.1.C,G Communicates ideas.</b> Communicates needs, desires and ideas using simple sentences. Discusses ideas and feelings about a wide range of age-appropriate topics.</p>
<p>d. Helps, shares, and cooperates in a group.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.C,D Cooperates.</b> Helps or participates in an activity when asked. Plays cooperatively with others and begins to share.</p>

<p>e. Resolves conflict with peers alone and/or with adult intervention as appropriate.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D,E,F Cooperates.</b> 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.</p>
<p>7. Respects others and their belongings.</p>	
<p>a. Uses polite language to interact with others (e.g. “please,” “sorry,” “thank you”).</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.1.F Builds positive relationships.</b> Describes qualities of positive relationships and ways to build them.</p>
<p>b. Begins to demonstrate ability to wait for his/her turn to use materials.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>2 Self Direction</b>  <b>2.2.E Maintains attention.</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions.  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>
<p>c. Uses and shares materials with peers.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>3 Social Relationships</b>  <b>3.2.D Cooperates.</b> Plays cooperatively with others and begins to share.</p>

<p>d. Recognizes that others' needs are important.</p>	<p><b><u>Social and Emotional Development</u></b>  <b>1 Self Concept</b>  <b>1.2.G,H Takes responsibility.</b> Shows respect for others' personal space and belongings. Takes care of self or another while considering the needs of the greater group.</p>
<p><b>8-9. Uses imitation or pretend play to learn new roles and relationships.</b></p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p>

## Physical/Health and Safety

Utah Early Childhood Core Standards

Developmental Continuum of the  
Experience Early Learning Skills

Physical/Healthy and Safety - Preschool	
1. The child develops fine and gross motor coordination (small and large muscle).	
1. Exhibits fine motor coordination (small muscle).	
a. Manipulates and explores objects: <ol style="list-style-type: none"> <li>i. Builds with a variety of blocks.</li> <li>ii. Makes line, circles, or scribbles with writing tools.</li> <li>iii. Manipulates small pieces or objects (e.g., puzzle pieces, Unifix cubes, pop beads, lacing, and pegboards, etc.).</li> <li>iv. Digs in sand with spoon or small shovel.</li> <li>v. Tears paper into small pieces.</li> </ol>	<p><b><u>Physical Development</u></b>  <b>5 Fine Motor</b>  <b>5.1 Controls small movements.</b> Manipulates objects with purpose, opens, closes, twists, pulls, snips, strings, cuts, buttons, zips, buckles, laces, ties, dresses, threads, beads, stacks, etc.  <b>5.2 Uses drawing/writing tools.</b></p>
2. Exhibits gross motor coordination (large muscle).	
a. Participates in activities that develop control and balance during movements that move the child from one place to another (locomotor; e.g., walks forward in a straight line, hops, runs, and jumps over low objects).	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, slides, leaps, balances on a variety of objects, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, changes direction and speed, stops at a boundary.</p>

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Experience Early Learning Skills

<p>b. Participates in activities that develop coordination and balance in movements that do not move the child from one place to another (nonlocomotor; e.g., balances on one foot, moves body parts in isolation).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1.D Builds strength and balance.</b> Balances and hops on one foot.</p> <p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Describes and demonstrates multiple ways to move body parts.</p>
<p>c. Participates in activities that develop control of large muscles to manipulate objects (e.g., throws, catches, and kicks balls; rides wheeled toys).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.2 Coordinates large movements.</b> Carries, drags, kicks, tosses, catches, throws overhand and underhand.</p>



<p>d. Participates in activities that develop control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, slides, leaps, balances on a variety of objects, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, changes direction and speed, stops at a boundary.</p> <p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Describes and demonstrates multiple ways to move body parts.  <b>31.2.D Expresses through dance and movement.</b> Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).</p>
<p>2. The child develops an understanding of health and safety.</p>	
<p>1. Shows independence in personal care.</p>	
<p>a. Participates in personal hygiene and care.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.2.C Practices good hygiene.</b> With help, participates in healthy habits and healthcare routines.</p>
<p>2. Participates in self-selected or organized activities that enhance physical fitness.</p>	

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Developmental Continuum of the  
Experience Early Learning Skills

<p>a. Demonstrates awareness that personal boundaries exist.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.C Develops dance and movement techniques.</b> Explores personal space.</p>
<p>b. Uses movement to show ideas and feelings.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.2.F Expresses through dance and movement.</b> Expresses ideas, feelings and stories through creative movement.</p>
<p>c. Eats foods from a variety of food groups.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.1.E,F Makes healthy food and exercise choices.</b> Identifies food groups and sorts food. Chooses between two appropriate food options. Identifies food that is nutritious.</p>
<p>3. Practices safety procedures.</p>	
<p>a. Begins to learn outdoor and indoor safety rules.</p>	<p><b><u>Physical Development</u></b>  <b>6 Health and Safety</b>  <b>6.3.C Demonstrates safe practices.</b> Follows simple safety rules.</p>

## Creative Arts

Utah Early Childhood Core Standards

Developmental Continuum of the  
Experience Early Learning Skills

<b>Creative Arts - Preschool</b>	
1. Students will participate in a variety of activities that allow for creative and imaginative expression.	
1. Learn several simple songs.	
a. Know several simple songs.	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.1.D,E Develops rhythm and tone.</b> Controls voice to mimic the melodic direction. Sings along to familiar songs.  <b>30.2.C,D Expresses through music.</b> Explores sounds by shaking, pounding and tapping various instruments and objects. Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.</p>
b. Experiment with musical instruments.	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.C,D Expresses through music.</b> Explores sounds by shaking, pounding and tapping various instruments and objects. Uses voice, common objects or instruments to create music. Uses voice or instruments to express feelings or to mimic sound effects.</p>

<p>c. Show awareness and appreciation of different kinds of music.</p>	<p><b><u>Creative Development</u></b>  <b>30 Music</b>  <b>30.2.G Expresses through music.</b> Interprets and compares many types of music.</p>
<p>2. Use their body to move to music and express themselves.</p>	
<p>a. Bounce in rhythm with music.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.B Develops dance and movement techniques.</b> Moves body purposely. Sways or bounces to music.  <b>31.2.C Expresses through dance and movement.</b> Moves in own way to music and rhythm.</p>
<p>b. Move body to express feelings and ideas.</p>	<p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.2.C,E,F Expresses through dance and movement.</b> Moves in own way to music and rhythm. Creates movements based on ideas. Expresses ideas, feelings and stories through creative movement.</p>
<p>c. Demonstrate large motor balance, stability, and control.</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.1 Builds strength and balance.</b> Walks, climbs, runs, balances, hops, skips, slides, leaps, balances on a variety of objects, etc.  <b>4.2 Coordinates large movements.</b> Carries, drags, changes direction and speed, stops at a boundary.</p>

<p>d. Move body, arms and legs with coordination.</p>	<p><b><u>Physical Development</u></b>  <b>4 Gross Motor</b>  <b>4.2 Coordinates large movements.</b> Carries, drags, changes direction and speed, stops at a boundary.</p> <p><b><u>Creative Development</u></b>  <b>31 Dance and Movement</b>  <b>31.1.D Develops dance and movement techniques.</b> Describes and demonstrates multiple ways to move body parts.</p>
<p>3. Use a variety of media and materials to create drawings, pictures, or other objects.</p>	
<p>a. Show interest in a variety of art materials.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.C Develops artistic techniques.</b> Explores a variety of artistic tools and media.</p>
<p>c. Explore various materials, tools, and processes to create works of art.</p>	<p><b><u>Creative Development</u></b>  <b>32 Visual Arts</b>  <b>32.1.C,D,E Develops artistic techniques.</b> 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.</p>
<p>4. Portray a variety of events, characters, or stories through drama, props and language.</p>	

<p>a. Learn to express ideas, information, and feelings through dramatic play.</p>	<p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.  <b>33.2.C,D Uses and creates props.</b> Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. Uses any object as a replacement for realistic prop or real object.</p>
<p>b. Listen attentively to an adult tell stories or nursery rhymes and act out different parts.</p>	<p><b><u>Listening Comprehension</u></b>  <b>7 Listening Comprehension</b>  <b>7.1.D,E Comprehends spoken language.</b> Listens to a story or request and then responds appropriately. Expands on stories and information shared orally.</p> <p><b>13 Reading Comprehension</b>  <b>13.2.D Retells, asks and answers questions.</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p><b><u>Creative Development</u></b>  <b>33 Drama</b>  <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p>

<p>c. Show that real-life roles can be imitated.</p>	<p><b><u>Creative Development</u></b> <b>33 Drama</b> <b>33.1.C,D Participates in dramatic play.</b> Uses words, actions and props to pretend. Plays a role in group dramatic play.</p> <p><b><u>Social Studies</u></b> <b>21 Families and Communities</b> <b>21.1.D Identifies community and family roles.</b> Identifies and role-plays familiar community helpers.</p>
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# Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

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



Individual children develop at a unique pace.

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

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

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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 <b>Mathematics and Reasoning</b>	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Creates and counts groups of up to 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 objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures on object using a variety of measurement standards.
19.2 Compares and seriates		Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.	

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

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