



Alignment of the



Experience Early Learning Skills



with

Virginia's Foundation Blocks for Early Learning:
Comprehensive Standards for Four-Year-Olds (2007)

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 to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds (2007) with the Developmental Continuum of the Experience Early Learning Skills.

A typically developing four-year-old will fall between benchmarks D and E on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

Additional Learning Goals

Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds (2007) do not encompass these Experience Early Learning Goals:

- 16.2 Manipulates parts and wholes
- 17.1 Flips and rotates objects
- 30.1 Develops rhythm and tone
- 30.2 Expresses through music
- 32.1 Develops artistic techniques
- 32.2 Expresses through visual arts

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

Work Cited

Virginia Department of Education. (2007). Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds. Richmond, VA. Retrieved from http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf

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<p>Literacy Foundation Block 1: Oral Expression The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.</p>	
<p>a) Listen with increasing attention to spoken language, conversations, and stories read aloud</p>	<p>#7 Listening 7.1 Comprehends spoken language</p>
<p>b) Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p>
<p>c) Make predictions about what might happen in a story</p>	<p>#13 Reading Comprehension 13.1 Responds to text</p>
<p>d) Use two words to ask and answer questions that include actions</p>	<p>#7 Listening 7.1 Comprehends spoken language 7.2 Follows verbal directions</p> <p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p>
<p>e) Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information</p>	<p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p>
<p>f) Engage in turn taking exchanges and rules of polite conversation with adults and peers</p>	<p>#3 Social Relationships 3.1 Builds positive relationships</p> <p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>g) Listen attentively to stories in a whole-class setting</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>

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<p>Literacy Foundation Block 2: Vocabulary The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.</p>	
<p>a) Use single words to label objects</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>b) Listen with increasing understanding to conversations and directions</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>c) Follow simple, one-step oral directions</p>	<p>#7 Listening 7.2 Follows verbal directions</p>
<p>d) Engage in turn taking exchanges with adults and peers</p>	<p>#3 Social Relationships 3.2 Cooperates</p>
<p>e) Use new vocabulary with increasing frequency to express and describe feelings and ideas</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>f) Expose children to a wide-variety of experiences to build vocabulary</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>Literacy Foundation Block 3: Phonological Awareness The child will manipulate the various units of sounds in words.</p>	
<p>a) Discriminate similarities and differences in sounds (environmental, letter)</p>	<p>#10 Phonological Awareness 10.1 Hears small units of sound</p>
<p>b) Identify words that rhyme, generate simple rhymes</p>	<p>#10 Phonological Awareness 10.2 Identifies rhyme and alliteration</p>
<p>c) Successfully detect beginning sounds in words</p>	<p>#10 Phonological Awareness 10.2 Identifies rhyme and alliteration</p>
<p>d) Listen to multi-syllable words</p>	<p>#10 Phonological Awareness 10.1 Hears small units of sound</p>

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<p>Literacy Foundation Block 4: Letter Knowledge and Early Word Recognition The child will demonstrate basic knowledge of the alphabetic principle.</p>	
<p>a) Correctly identify 10–18 alphabet (uppercase) letters by name in random order</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>b) Select a letter to represent a sound (8–10 letters)</p>	<p>#12 Letter/Word Recognition 12.2 Makes letter–sound connections</p>
<p>c) Correctly provide the most common sound for 5–8 letters</p>	<p>#12 Letter/Word Recognition 12.2 Makes letter–sound connections</p>
<p>d) Read simple/familiar high–frequency words, including his or her name</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>e) Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles</p>	<p>#12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter–sound connections</p>
<p>Literacy Foundation Block 5: Print and Book Awareness The child will demonstrate knowledge of print concepts.</p>	
<p>a) Identify the front of a book</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>b) Identify the location of the title of a book</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>c) Identify where reading begins on a page (first word or group of words)</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>d) Demonstrate directionality of reading left to right on a page</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>e) Identify part of the book that “tells the story” (print as opposed to pictures)</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>
<p>f) Turn pages one at a time from the front to the back of a book</p>	<p>#11 Concepts of Print 11.1 Demonstrates print knowledge</p>

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Literacy Foundation Block 6: Written Expression The child will write using a variety of materials.	
a) Distinguish print from pictures	#11 Concepts of Print 11.1 Demonstrates print knowledge #12 Letter/Word Recognition 12.1 Identifies letters and words
b) Copy or write letters using various materials	#14 Emergent Writing 14.1 Writes name, words and sentences
c) Print first name independently	#14 Emergent Writing 14.1 Writes name, words and sentences
d) Print 5 – 8 letters with a writing tool	#14 Emergent Writing 14.1 Writes name, words and sentences
e) Copy 3 – 5 letter words	#14 Emergent Writing 14.1 Writes name, words and sentences
f) Use inventive spellings to convey messages or tell story	#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing

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<p>Mathematics Foundation Block 1: Number and Number Sense The child will count with understanding, and use numbers to tell how many, describe order, and compare.</p>	
<p>a) Count objects to 20 or more</p>	<p>#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity</p>
<p>b) Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)</p>	<p>#15 Number Concepts 15.2 Counts to determine quantity</p>
<p>c) Count the items in a collection of one to five items and know the last counting word tells “how many”</p>	<p>#15 Number Concepts 15.2 Counts to determine quantity</p>
<p>d) Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same</p>	<p>#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations</p>
<p>Mathematics Foundation Block 2: Computation The child will recognize change in groups (sets/collections).</p>	
<p>a) Describe changes in groups (sets/collections) by using more when groups of objects (sets) are combined (added together)</p>	<p>#15 Number Concepts 15.3 Understands operations</p>
<p>b) Describe changes in groups (sets/collections) by using fewer when groups of objects (sets) are separated (taken away)</p>	<p>#15 Number Concepts 15.3 Understands operations</p>
<p>Mathematics Foundation Block 3: Measurement The child will identify and compare the attributes of length, capacity, weight, time, and temperature.</p>	
<p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects</p>	<p>#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates</p>
<p>b) Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#19 Measurement 19.1 Estimates and measures</p> <p>#29 Technology 29.1 Explores technology</p>

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<p>c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#19 Measurement 19.2 Compares and seriates</p>
<p>d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#19 Measurement 19.1 Estimates and measures</p>
<p>Mathematics Foundation Block 4: Geometry The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to him/herself and to other objects.</p>	
<p>a) Match and sort shapes (circle, triangle, rectangle, and square)</p>	<p>#16 Shapes 16.1 Identifies shapes</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
<p>b) Describe how shapes are similar and different</p>	<p>#16 Shapes 16.1 Identifies shapes</p> <p>#19 Measurement 19.2 Compares and seriates</p>
<p>c) Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape</p>	<p>#16 Shapes 16.1 Identifies shapes</p>
<p>d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom</p>	<p>#17 Spatial Awareness 17.2 Determines object location</p>
<p>Mathematics Foundation Block 5: Data Collection and Statistics The child will participate in the data gathering process in order to answer questions of interest.</p>	
<p>a) Collect information to answer questions of interest to children</p>	<p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments</p>
<p>b) Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#19 Measurement 19.2 Compares and seriates</p>

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<p>Mathematics Foundation Block 6: Patterns and Relationships The child will identify simple patterns of concrete objects, and use them to recognize relationships.</p>	
<p>a) Sort and classify objects according to one or two attributes (color, size, shape, and texture)</p>	<p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
<p>b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue</p>	<p>#18 Patterns and Sorting 18.1 Identifies and creates patterns</p>
<p>c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square</p>	<p>#18 Patterns and Sorting 18.1 Identifies and creates patterns</p> <p>#20 Logic 20.1 Solves problems</p>

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<p>Science Foundation Block 1: Scientific Investigation, Reasoning, and Logic The child will make observations, separate objects into groups based on similar attributes, compare lengths and mass, and develop questions based upon observation using the five senses.</p>	
<p>a) Identify basic properties of objects by direct observation</p>	<p>#25 Scientific Reasoning 25.2 Observes and experiments</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>b) Describe objects using pictures and words</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments</p>
<p>c) Sequence objects according to size</p>	<p>#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates</p>
<p>d) Separate a set of objects into two groups based on one physical attribute</p>	<p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
<p>e) Compare the length and mass of different objects</p>	<p>#19 Measurement 19.1 Estimates and measures 19.2 Compares and seriates</p>
<p>f) Identify the body parts that correspond with each of the five senses</p>	<p>#6 Health and Safety 6.2 Practices good hygiene</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments</p>
<p>Science Foundation Block 2: Force, Motion and Energy The child will describe and categorize properties of materials using magnets.</p>	
<p>a) Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”</p>	<p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p>
<p>b) Describe the effects magnets have on other magnets; they stick together or push apart</p>	<p>#27 Physical Science 27.2 Explores forces and motions</p>

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<p>Science Foundation Block 3: Matter The child will develop language to describe an object’s position, movement and physical properties. The child will also describe properties of water.</p>	
<p>a) Identify colors (red, orange, yellow, green, blue, purple) and white and black</p>	<p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>b) Identify shapes (circle, triangle, square, and rectangle) of an object</p>	<p>#16 Shapes 16.1 Identifies shapes</p>
<p>c) Identify textures (rough/smooth) and feel (hard/soft)</p>	<p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>d) Describe relative size and weight (big/ little, large/small, heavy/light, wide/thin, long/ short)</p>	<p>#19 Measurement 19.1 Estimates and measures</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>e) Describe position (over/under, in/out, above/below) and speed (fast/slow)</p>	<p>#17 Spatial Awareness 17.2 Determines object location</p> <p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p>
<p>f) Recognize water in its three forms (solid, liquid, gas)</p>	<p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>Science Foundation Block 4: Life Processes The child will compare the growth of a person to the growth of a plant and an animal and be able to describe basic life processes and basic needs of each.</p>	
<p>a) Describe what living things need to live and grow (food, water, and air)</p>	<p>#26 Life Science 26.1 Identifies basic needs</p>
<p>b) Recognize that “baby” plants and animals are similar but not identical to their parents and to one another</p>	<p>#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms</p>
<p>Science Foundation Block 5: Interrelationships in Earth/Space Systems The child will be able to create a shadow.</p>	
<p>a) Create a shadow and describe how it was created</p>	<p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p>

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<p>Science Foundation Block 6: Earth Patterns, Cycles and Change The child will identify simple patterns in his/her daily life. The child will identify things that change over time.</p>	
<p>a) Make daily weather observations</p>	<p>#28 Earth Science 28.1 Identifies weather and climates</p>
<p>b) Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves</p>	<p>#16 Shapes 16.1 Identifies shapes</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p> <p>#28 Earth Science 28.2 Explores ecosystems</p>
<p>c) Recognize the order or stages of animal and plant growth</p>	<p>#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms</p>
<p>d) Describe home and school routines</p>	<p>#2 Self Direction 2.1 Follows rules and routines</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>Science Foundation Block 7: Resources The child will practice reusing, recycling and conserving energy on a daily basis.</p>	
<p>a) Recognize that some objects can be recycled</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p> <p>#28 Earth Science 28.2 Explores ecosystems</p>
<p>b) Recognize that some objects can be reused</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p> <p>#28 Earth Science 28.2 Explores ecosystems</p>

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c) Identify ways that energy can be conserved	#1 Self Concept 1.2 Takes responsibility #27 Physical Science 27.1 Identifies properties of matter #28 Earth Science 28.2 Explores ecosystems
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<p>History and Social Science Foundation Block 1: History/Similarities and Differences The child will identify ways in which people are alike and different.</p>	
<p>a) Recognize ways in which people are alike and different</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity</p>
<p>b) Describe his/her own unique characteristics and those of others</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#21 Families and Communities 21.2 Explores cultures and traditions 21.3 Respects diversity</p>
<p>c) Make the connection that he/she is both a member of a family and a member of a classroom community</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>d) Engage in pretend play to understand self and others</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles 21.2 Explores cultures and traditions</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>e) Participate in activities and traditions associated with different cultural heritages</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p>
<p>History and Social Science Foundation Block 2: History/Change Over Time The child will develop an awareness of change over time.</p>	
<p>a) Describe ways children have changed since they were babies</p>	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#24 History 24.1 Describes past events</p> <p>#25 Scientific Reasoning 25.2 Observes and experiments</p>
<p>b) Express the difference between past and present using words such as before, after, now, and then</p>	<p>#24 History 24.1 Describes past events</p>

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c) Order/sequence events and objects	<p>#19 Measurement 19.2 Compares and seriates</p> <p>#24 History 24.1 Describes past events</p>
d) Ask questions about artifacts from everyday life in the past	<p>#24 History 24.1 Describes past events</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts</p>
e) Recount episodes from stories about the past	<p>#24 History 24.1 Describes past events</p>
f) Take on a role from a specific time, use symbols and props, and act out a story/ narrative	<p>#24 History 24.1 Describes past events</p> <p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
g) Describe past times based on stories, pictures, visits, songs and music	<p>#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions</p> <p>#24 History 24.1 Describes past events</p>
<p>History and Social Science Foundation Block 3: Geography/Location The child will develop an increased awareness of the physical relationship between and among people and places.</p>	
a) Identify and describe prominent features of the classroom, school, neighborhood and community	<p>#23 Geography 23.1 Identifies types of places</p>
b) Engage in play where one item represents another – miniature vehicles, people, blocks	<p>#33 Drama 33.2 Uses and create props</p>
c) Make and walk on paths between objects–ex., from the door to the window	<p>#17 Spatial Awareness 17.2 Determines object location</p> <p>#23 Geography 23.2 Uses maps</p>
d) Represent objects in the order in which they occur in the environment	<p>#23 Geography 23.2 Uses maps</p>

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e) Experience seeing things from different elevations	#23 Geography 23.1 Identifies types of places 23.2 Uses maps
History and Social Science Foundation Block 4: Geography/Descriptive Words The child will use words to indicate relative location of objects and people including direction words, comparison words, and attribute words.	
a) Use words to indicate relative location	#17 Spatial Awareness 17.2 Determines object location
b) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences	#23 Geography 23.1 Identifies types of places
c) Develop control in using direction words – on, under, over, behind, near, far, above, below, toward, and away – one direction at a time	#17 Spatial Awareness 17.2 Determines object location
d) Develop control in using comparison words – closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside	#17 Spatial Awareness 17.2 Determines object location
e) Develop fluency using attribute words –hard, soft, rough, smooth	#27 Physical Science 27.1 Identifies properties of matter
f) Use labels and symbols for what the child has seen	#23 Geography 23.1 Identifies types of places
History and Social Science Foundation Block 5: Economics/World of Work The child will develop an increased awareness of the kinds of work people do and the variety of tools people use in their jobs.	
a) Identify pictures of work and name the jobs people do	#21 Families and Communities 21.1 Identifies community and family roles
b) Describe what people do in their community job	#21 Families and Communities 21.1 Identifies community and family roles
c) Match tools to jobs	#21 Families and Communities 21.1 Identifies community and family roles #29 Technology 29.1 Explores technology
d) Match job sites to work done	#21 Families and Communities 21.1 Identifies community and family roles #23 Geography 23.1 Identifies types of places

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<p>e) Role-play the job of workers</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props</p>
<p>History and Social Science Foundation Block 6: Economics/Making Choices The child will identify that people have wants and make choices.</p>	
<p>a) Identify choices</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#22 Civics and Economics 22.1 Understands citizenship 22.2 Understands concepts of trade</p>
<p>b) Recognize that everyone has wants</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#22 Civics and Economics 22.1 Understands citizenship 22.2 Understands concepts of trade</p>
<p>c) Choose daily tasks</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#22 Civics and Economics 22.1 Understands citizenship 22.2 Understands concepts of trade</p>
<p>d) Role-play purchasing situations where choices are made</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#22 Civics and Economics 22.1 Understands citizenship 22.2 Understands concepts of trade</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

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History and Social Science Foundation Block 7: Civics/Citizenship The child will participate as a member/citizen of a classroom community.	
a) Cooperate with others in a joint activity	#3 Social Relationships 3.2 Cooperates #22 Civics and Economics 22.1 Understands citizenship
b) Recognize the need for rules to help get along with others	#22 Civics and Economics 22.1 Understands citizenship
c) Participate in creating rules for the classroom	#22 Civics and Economics 22.1 Understands citizenship
d) State personal plans for learning center activities	#2 Self Direction 2.1 Follows rules and routines #22 Civics and Economics 22.1 Understands citizenship
e) Participate in discussing and generating solutions to a class problem	#22 Civics and Economics 22.1 Understands citizenship
f) Share thoughts and opinions in group settings	#1 Self Concept 1.1 Expresses preference #22 Civics and Economics 22.1 Understands citizenship
g) Demonstrate responsible behaviors in caring for classroom materials	#1 Self Concept 1.2 Takes responsibility #22 Civics and Economics 22.1 Understands citizenship
h) Identify the needs of other people by helping them	#3 Social Relationships 3.3 Cares for and responds to others #22 Civics and Economics 22.1 Understands citizenship

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Physical and Motor Development Foundation Block 1: Skilled Movement The child will build body awareness, strength and coordination through locomotor activities, non-locomotor (stability) activities and manipulative skills.	
Locomotor Activities	
a) Demonstrate progress in performing the mature level of selected locomotor skills.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
b) Demonstrate initial, elementary and mature forms of walking and running.	#4 Gross Motor 4.1 Builds strength and balance
Non-locomotive Skills	
a) Maintain a stable static position while practicing specific balances.	#4 Gross Motor 4.1 Builds strength and balance
b) Maintain balance while performing a controlled spin.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
e) Perform criss-cross pattern activities that will stimulate the brain.	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
Manipulative Skills	
a) Manipulate a variety of objects during structured and unstructured physical activity settings.	#4 Gross Motor 4.2 Coordinates large movements #5 Fine Motor 5.1 Controls small movements
b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	#5 Fine Motor 5.1 Controls small movements 5.2 Uses drawing/writing tools

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<p>Physical and Motor Development Foundation Block 2: Movement Principles and Concepts The child will demonstrate the use of the movement concepts of directions, levels, pathways, and effort.</p>	
<p>a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig- zag), and effort (fast, slow, hard, and soft).</p>	<p>#4 Gross Motor 4.2 Coordinates large movements</p>
<p>b) Identify fundamental movement patterns.</p>	<p>#4 Gross Motor 4.2 Coordinates large movements</p>
<p>c) Begin and expand movement vocabulary.</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.</p>	<p>#4 Gross Motor 4.2 Coordinates large movements</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>Physical and Motor Development Foundation Block 3: Personal Fitness The child will participate in structured and unstructured physical activities designed to increase heart rate and breathing while improving muscular strength and flexibility.</p>	
<p>a) Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>b) Demonstrate the ability to determine if the heart is beating faster after activity.</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>c) Participate in activities designed to strengthen major muscle groups.</p>	<p>#4 Gross Motor 4.1 Builds strength and balance</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>

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d) Participate in activities that enhance flexibility.	<p>#4 Gross Motor 4.1 Builds strength and balance</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>Physical and Motor Development Foundation Block 4: Responsible Behaviors The child will demonstrate good listening skills and cooperative behaviors.</p>	
a) Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting.	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
b) Share equipment and space, and take turns with help from the teacher.	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
c) Work well with all children.	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
d) Listen to and follow simple directions.	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p> <p>#7 Listening 7.2 Follows verbal directions</p>
<p>Physical and Motor Development Foundation Block 5: Physically Active Lifestyle The child will participate in physical activity and explain why physical activity is good for health.</p>	
a) Identify the activities that they like and dislike.	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>

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<p>c) Participate in structured and unstructured physical activity every day.</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>d) Participate in activities geared toward different levels of proficiency.</p>	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>e) Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.3 Demonstrates safe practices</p>

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<p>Personal and Social Development Foundation Block 1: Self-Concept The child will demonstrate self-confidence and self-reflection.</p>	
<p>a) Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.</p>	<p>#1 Self Concept 1.1 Expresses preference</p>
<p>b) Begin to recognize and express own emotions using words rather than actions.</p>	<p>#1 Self Concept 1.3 Identifies and manages feelings</p>
<p>c) Recognize self as a unique individual and respect differences of others.</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#21 Families and Communities 21.3 Respects diversity</p>
<p>d) Develop personal preferences regarding activities and materials.</p>	<p>#1 Self Concept 1.1 Expresses preference</p>
<p>e) Demonstrate self-direction in use of materials.</p>	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p>
<p>f) Develop increased independence in school activities throughout the day.</p>	<p>#1 Self Concept 1.2 Takes responsibility</p>
<p>Personal and Social Development Foundation Block 2: Self-Control The child will show self-direction and responsibility.</p>	
<p>a) Contribute ideas for classroom rules and routines.</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#2 Self Direction 2.1 Follows rules and routines</p>
<p>b) Follow rules and routines within the learning environment.</p>	<p>#2 Self Direction 2.1 Follows rules and routines</p>
<p>c) Use classroom materials purposefully and respectfully.</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#2 Self Direction 2.1 Follows rules and routines</p> <p>#3 Social Relationships 3.2 Cooperates</p>

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d) Manage transitions and adapt to changes in routine.	#2 Self Direction 2.3 Transitions and adapts
e) Develop positive responses to challenges.	#2 Self Direction 2.2 Maintains attention #3 Social Relationships 3.2 Cooperates #20 Logic 20.1 Solves problems
Personal and Social Development Foundation Block 3: Approaches to Learning The child will show eagerness and persistence as a learner.	
a) Show interest and curiosity in learning new concepts and trying new activities and experiences.	#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility #20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.1 Inquires and predicts
b) Demonstrate ability to learn from experiences.	#20 Logic 20.1 Solves problems #25 Scientific Reasoning 25.3 Evaluates and infers
c) Increase attention to a task or activity over time.	#2 Self Direction 2.2 Maintains attention
d) Seek and accept help when needed.	#1 Self Concept 1.2 Takes responsibility #2 Self Direction 2.2 Maintains attention
Personal and Social Development Foundation Block 4: Interaction with Others The child will interact easily with one or more children and with familiar adults.	
a) Initiate and sustain interactions with other children.	#3 Social Relationships 3.1 Builds positive relationships

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b) Demonstrate verbal strategies for making a new friend.	#3 Social Relationships 3.1 Builds positive relationships
c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates
d) Participate successfully in group settings.	#3 Social Relationships 3.2 Cooperates
e) Demonstrate respectful and polite vocabulary.	#3 Social Relationships 3.2 Cooperates 3.3 Cares for and responds to others
f) Begin to recognize and respond to the needs, rights, and emotions of others.	#3 Social Relationships 3.3 Cares for and responds to others
Personal and Social Development Foundation Block 5: Social Problem-Solving The child will learn and use non-physical ways to resolve conflicts.	
a) Express feelings through appropriate gestures, actions, and words.	#1 Self Concept 1.3 Identifies and manages feelings
b) Recognize conflicts and seek possible solutions.	#3 Social Relationships 3.2 Cooperates
c) Allow others to take turns.	#3 Social Relationships 3.2 Cooperates
d) Increase the ability to share materials and toys with others over time.	#3 Social Relationships 3.2 Cooperates
e) Include others in play activities.	#3 Social Relationships 3.1 Builds positive relationships 3.2 Cooperates

Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	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.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks 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		Expresses distress when needs are not met.	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.	

		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.	

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4, 7=5+2).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	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.	Separates a shape into halves, thirds and fourths.	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 up-side down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
	20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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 various specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.

Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. 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.