



Alignment of the



# Experience Early Learning Skills



with the

Washington State Early Learning and  
Development Guidelines (2012) :  
Ages Four to Five Years

# 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 Washington State Early Learning and Developmental Guidelines (2012) with the Developmental Continuum of the Experience Early Learning Skills.

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

## Additional Learning Goals

The Washington State Early Learning and Developmental Guidelines (2012) do not encompass these Experience Early Learning Goals:

- 22.1 Understands citizenship
- 23.2 Uses maps

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

## Work Cited

Department of Early Learning, Office of the Superintendent of Public Instruction & Thrive by Five Washington. (2012). Washington State Early Learning and Developmental Guidelines. Olympia, WA: Washington State Department of Early Learning. Retrieved from <http://www.del.wa.gov/publications/development/docs/guidelines.pdf>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Family and culture	
<ul style="list-style-type: none"> <li>Take pride in own family composition and interest in others'. Understand that families are diverse.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p>
<ul style="list-style-type: none"> <li>Recognize and respect similarities and differences between self and other people, such as gender, race, special needs, cultures, languages, communities and family structures.</li> </ul>	<p><b>#21 Families and Communities</b> 21.3 Respects diversity</p>
Self concept	
<ul style="list-style-type: none"> <li>Describe what he or she likes and is interested in.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p>
<ul style="list-style-type: none"> <li>Choose activities to do alone or with others (such as puzzles, painting, etc.).</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference 1.2 Takes responsibility</p>
Self management	
<ul style="list-style-type: none"> <li>Release emotional tensions in the arms or presence of a caring adult. (By this age, the child may have been discouraged from doing so and find it more difficult than before.) Still is able to cry, laugh, tremble, yawn and/or have non-hurtful tantrums. Is relaxed and cooperative afterward.</li> </ul>	<p><b>#1 Self Concept</b> 1.3 Identifies and manages feelings</p> <p><b>#3 Social Relationships</b> 3.1 Builds positive relationships</p>
<ul style="list-style-type: none"> <li>Associate emotions with words and facial expressions.</li> </ul>	<p><b>#1 Self Concept</b> 1.3 Identifies and manages feelings</p>
<ul style="list-style-type: none"> <li>Express one or two feelings in role playing life experiences. Adopt a variety of roles in pretend play.</li> </ul>	<p><b>#1 Self Concept</b> 1.3 Identifies and manages feelings</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>Anticipate consequences of own behavior. With help, consider possibilities and plan effective approaches to problems.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p>
<ul style="list-style-type: none"> <li>Begin to enjoy games where the child has to change behavior in response to changing directions.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#2 Self Direction</b> 2.1 Follows rules and routines 2.3 Transitions and adapts</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Learning to learn	
<ul style="list-style-type: none"> <li>• Be curious; interested in trying things out.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference 1.2 Takes responsibility</p> <p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments</p>
<ul style="list-style-type: none"> <li>• Stay with a task for more than five minutes and attempt to solve problems that arise.</li> </ul>	<p><b>#2 Self Direction</b> 2.2 Maintains attention</p>
<ul style="list-style-type: none"> <li>• Use imagination to create a variety of ideas.</li> </ul>	<p><b>#20 Logic</b> 20.1 Solves problems</p> <p><b>#30 Music</b> 30.2 Expresses through music</p> <p><b>#31 Dance and Movement</b> 31.2 Expresses through dance and movement</p> <p><b>#32 Visual Arts</b> 32.2 Expresses through visual arts</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>• Enjoy pretend play (such as using dolls or stuffed animals, or playing “house” or “explorers”).</li> </ul>	<p><b>#33 Drama</b> 33.1 Participates in dramatic play 33.2 Uses and create props</p>
<ul style="list-style-type: none"> <li>• Use play as a way to explore and understand life experiences and roles.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>• Recognize when making mistakes and fix these errors during a task.</li> </ul>	<p><b>#20 Logic</b> 20.1 Solves problems</p> <p><b>#25 Scientific Reasoning</b> 25.2 Observes and experiments 25.3 Evaluates and infers</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<b>Interactions with adults</b>	
<ul style="list-style-type: none"> <li>Seek emotional support from caregivers.</li> </ul>	<b>#3 Social Relationships</b> 3.1 Builds positive relationships
<ul style="list-style-type: none"> <li>Understand that adults may want the child to do something different than he/she wants to do.</li> </ul>	<b>#1 Self Concept</b> 1.1 Expresses preference  <b>#3 Social Relationships</b> 3.3 Cares for and responds to others
<b>Interactions with peers</b>	
<ul style="list-style-type: none"> <li>Play with children the same age and of different ages.</li> </ul>	<b>#3 Social Relationships</b> 3.1 Builds positive relationships
<ul style="list-style-type: none"> <li>Initiate an activity with another child.</li> </ul>	<b>#3 Social Relationships</b> 3.1 Builds positive relationships
<ul style="list-style-type: none"> <li>Invite other children to join groups or other activities.</li> </ul>	<b>#3 Social Relationships</b> 3.1 Builds positive relationships 3.3 Cares for and responds to others
<ul style="list-style-type: none"> <li>Make and follow plans for games with other children.</li> </ul>	<b>#2 Self Direction</b> 2.1 Follows rules and routines  <b>#3 Social Relationships</b> 3.2 Cooperates
<b>Social behaviors</b>	
<ul style="list-style-type: none"> <li>Adjust behavior to different settings (such as using an outdoor voice or an indoor voice), sometimes with reminders.</li> </ul>	<b>#2 Self Direction</b> 2.3 Transitions and adapts  <b>#3 Social Relationships</b> 3.2 Cooperates
<ul style="list-style-type: none"> <li>Be able to think about behavior, being cooperative and nonhurtful. Able to talk about the best ways to do things.</li> </ul>	<b>#2 Self Direction</b> 2.1 Follows rules and routines  <b>#3 Social Relationships</b> 3.2 Cooperates 3.3 Cares for and responds to others

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Cooperate with other children, share and take turns.</li> </ul>	<p><b>#3 Social Relationships</b> 3.2 Cooperates</p>
<ul style="list-style-type: none"> <li>Connect emotions with facial expressions.</li> </ul>	<p><b>#1 Self Concept</b> 1.3 Identifies and manages feelings</p> <p><b>#3 Social Relationships</b> 3.3 Cares for and responds to others</p>
<ul style="list-style-type: none"> <li>Care about other children when they are hurt or upset. Describe other children's thoughtful behaviors.</li> </ul>	<p><b>#3 Social Relationships</b> 3.3 Cares for and responds to others</p>
<ul style="list-style-type: none"> <li>Listen to what other children want and make plans that take these desires into account.</li> </ul>	<p><b>#3 Social Relationships</b> 3.2 Cooperates 3.3 Cares for and responds to others</p>
<ul style="list-style-type: none"> <li>Wait for a turn without getting angry or grabbing. May lose interest in the object or activity before getting a turn.</li> </ul>	<p><b>#3 Social Relationships</b> 3.2 Cooperates</p>
<p><b>Problem solving, conflict resolution</b></p>	
<ul style="list-style-type: none"> <li>Ask for help from another child or an adult to solve a problem.</li> </ul>	<p><b>#3 Social Relationships</b> 3.2 Cooperates</p> <p><b>#20 Logic</b> 20.1 Solves problems</p>
<ul style="list-style-type: none"> <li>Make decisions and solve problems with other children, with adult help.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#3 Social Relationships</b> 3.2 Cooperates</p> <p><b>#20 Logic</b> 20.1 Solves problems</p>
<ul style="list-style-type: none"> <li>Observe that others may have ideas or feelings that differ from the child's own.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p> <p><b>#3 Social Relationships</b> 3.3 Cares for and responds to others</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

- Be able to talk about ways to solve a problem or help another child, and keep in mind the personality and preferences of that child.

**#1 Self Concept**

1.1 Expresses preference

**#3 Social Relationships**

3.3 Cares for and responds to others

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Using the large muscles (gross motor skills)	
<ul style="list-style-type: none"> <li>Move with purpose from one place to another using the whole body. This might include walking, running, marching, jumping, hopping or climbing. For child in a wheelchair, skills might include steering the chair into different spaces.</li> </ul>	<p><b>#4 Gross Motor</b> 4.2 Coordinates large movements</p>
<ul style="list-style-type: none"> <li>Use both hands to catch. Throw with good aim. Kick an object.</li> </ul>	<p><b>#4 Gross Motor</b> 4.2 Coordinates large movements</p>
<ul style="list-style-type: none"> <li>Show good balance and coordination, such as walking on a wide beam or line.</li> </ul>	<p><b>#4 Gross Motor</b> 4.1 Builds strength and balance</p>
<ul style="list-style-type: none"> <li>Enjoy challenging him- or herself to try new and increasingly difficult activities.</li> </ul>	<p><b>#4 Gross Motor</b> 4.1 Builds strength and balance</p>
Using the small muscles (fine motor skills)	
<ul style="list-style-type: none"> <li>Open and close a blunt scissors with one hand, and cut a straight line.</li> </ul>	<p><b>#5 Fine Motor</b> 5.1 Controls small movements</p>
<ul style="list-style-type: none"> <li>Show increasing skill with small materials. Screw and unscrew jar lids, and turn door handles. Use zippers, buttons and snaps. String large beads; fold paper; open and close containers.</li> </ul>	<p><b>#5 Fine Motor</b> 5.1 Controls small movements</p>
<ul style="list-style-type: none"> <li>Work puzzles of up to 10 pieces.</li> </ul>	<p><b>#5 Fine Motor</b> 5.1 Controls small movements</p>
<ul style="list-style-type: none"> <li>Write some letters or numbers.</li> </ul>	<p><b>#5 Fine Motor</b> 5.2 Uses drawing/writing tools</p>
<ul style="list-style-type: none"> <li>Spend time practicing skills that are difficult. Be aware of what he/she finds difficult and try to do it better.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#5 Fine Motor</b> 5.1 Controls small movements 5.2 Uses drawing/writing tools</p>



Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Using the senses (sensorimotor skills)	
<ul style="list-style-type: none"> <li>Delight in playing with materials of different texture (such as sand, water, fabric) and conditions (wet, dry, warm, cold).</li> </ul>	<p><b>#25 Scientific Reasoning</b>            25.1 Inquires and predicts            25.2 Observes and experiments</p> <p><b>#27 Physical Science</b>            27.1 Identifies properties of matter</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Daily living skills (personal health and hygiene)	
<ul style="list-style-type: none"> <li>Participate easily and know what to do in routine activities (such as meal time, bed time).</li> </ul>	<p><b>#2 Self Direction</b> 2.1 Follows rules and routines 2.2 Maintains attention</p> <p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>
<ul style="list-style-type: none"> <li>Communicate need to rest, drink and eat.</li> </ul>	<p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices</p>
<ul style="list-style-type: none"> <li>Stay awake all day except, for some children, during nap time.</li> </ul>	<p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices</p>
<ul style="list-style-type: none"> <li>Dress and undress, with only a little help needed.</li> </ul>	<p><b>#5 Fine Motor</b> 5.1 Controls small movements</p> <p><b>#6 Health and Safety</b> 6.2 Practices good hygiene</p>
<ul style="list-style-type: none"> <li>Decide, with a few prompts from adults, when to carry out self-help tasks (such as washing hands).</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>
<ul style="list-style-type: none"> <li>Wash and dry hands before eating and after toileting, with some adult help.</li> </ul>	<p><b>#6 Health and Safety</b> 6.2 Practices good hygiene</p>
<ul style="list-style-type: none"> <li>Cooperate while caregiver assists with brushing teeth.</li> </ul>	<p><b>#2 Self Direction</b> 2.1 Follows rules and routines</p> <p><b>#6 Health and Safety</b> 6.2 Practices good hygiene</p>
<ul style="list-style-type: none"> <li>Cover mouth when coughing.</li> </ul>	<p><b>#6 Health and Safety</b> 6.2 Practices good hygiene</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Nutrition and health	
<ul style="list-style-type: none"> <li>• Help prepare healthy snacks.</li> </ul>	<p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene</p>
<ul style="list-style-type: none"> <li>• Eat a variety of nutritious foods and eat independently. Try healthy foods from different cultures.</li> </ul>	<p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices</p> <p><b>#21 Families and Communities</b> 21.2 Explores cultures and traditions</p>
<ul style="list-style-type: none"> <li>• Serve self at family-style meals.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#6 Health and Safety</b> 6.1 Makes healthy food and exercise choices</p>
<ul style="list-style-type: none"> <li>• Know what self-care items are used for (such as comb and toothbrush).</li> </ul>	<p><b>#6 Health and Safety</b> 6.2 Practices good hygiene</p>
Safety	
<ul style="list-style-type: none"> <li>• Identify trusted adults who can help in dangerous situations.</li> </ul>	<p><b>#6 Health and Safety</b> 6.3 Demonstrates safe practices</p>
<ul style="list-style-type: none"> <li>• Follow safety rules indoors and outdoors.</li> </ul>	<p><b>#2 Self Direction</b> 2.1 Follows rules and routines</p> <p><b>#6 Health and Safety</b> 6.3 Demonstrates safe practices</p>
<ul style="list-style-type: none"> <li>• Keep a distance from wildlife.</li> </ul>	<p><b>#6 Health and Safety</b> 6.3 Demonstrates safe practices</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Speaking and listening (language development)	
<ul style="list-style-type: none"> <li>• Know and use several hundred words in home language. Use new words on own.</li> </ul>	<p><b>#8 Communication</b> 8.1 Communicates ideas</p> <p><b>#9 Vocabulary</b> 9.1 Builds vocabulary</p>
<ul style="list-style-type: none"> <li>• Use words to describe actions (such as “running fast”) and emotions (such as happy, sad, tired and scared).</li> </ul>	<p><b>#8 Communication</b> 8.1 Communicates ideas</p>
<ul style="list-style-type: none"> <li>• Talk in sentences of five or six words.</li> </ul>	<p><b>#8 Communication</b> 8.2 Speaks in sentences</p>
<ul style="list-style-type: none"> <li>• Know when it is appropriate to ask questions and whom to ask. Ask questions to get information or clarification.</li> </ul>	<p><b>#7 Listening</b> 7.1 Comprehends spoken language</p> <p><b>#8 Communication</b> 8.1 Communicates ideas</p>
<ul style="list-style-type: none"> <li>• Remember and follow directions involving two or three steps, including steps that are not related (such as “Please pick up your toys and put on your shoes”).</li> </ul>	<p><b>#7 Listening</b> 7.2 Follows verbal directions</p>
<ul style="list-style-type: none"> <li>• Remember all parts and respond correctly to a request (such as “Bring me the green towel”).</li> </ul>	<p><b>#7 Listening</b> 7.2 Follows verbal directions</p>
<ul style="list-style-type: none"> <li>• Tell some details of a recent event in sequence.</li> </ul>	<p><b>#8 Communication</b> 8.1 Communicates ideas</p> <p><b>#24 History</b> 24.1 Describes past events</p>
<ul style="list-style-type: none"> <li>• Tell a short make-believe story, with adult help.</li> </ul>	<p><b>#8 Communication</b> 8.1 Communicates ideas</p>
<ul style="list-style-type: none"> <li>• Listen to others and respond in a group discussion for a short period. Remember what was said and gain information through listening.</li> </ul>	<p><b>#7 Listening</b> 7.1 Comprehends spoken language</p>
<ul style="list-style-type: none"> <li>• State own point of view, and likes and dislikes using words, gestures and/or pictures.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p> <p><b>#8 Communication</b> 8.1 Communicates ideas</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Join in and make up songs, chants, rhymes and games that play with the sounds of language (such as clapping out the rhythm).</li> </ul>	<p><b>#10 Phonological Awareness</b> 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration</p>
<ul style="list-style-type: none"> <li>Sing a song or say a poem from memory.</li> </ul>	<p><b>#8 Communication</b> 8.1 Communicates ideas</p> <p><b>#13 Reading Comprehension</b> 13.2 Retells, asks and answers questions</p>
<b>Reading</b>	
<ul style="list-style-type: none"> <li>Know some basic rules of grammar (such as correctly using “me” and “I”).</li> </ul>	<p><b>#8 Communication</b> 8.2 Speaks in sentences</p>
<ul style="list-style-type: none"> <li>Understand that alphabet letters are a special kind of picture and that they have names. Begin to identify individual letters of the alphabet (or characters of the home language) in text.</li> </ul>	<p><b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words</p>
<ul style="list-style-type: none"> <li>Understand which symbols are letters and which are numbers.</li> </ul>	<p><b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words</p> <p><b>#15 Number Concepts</b> 15.1 Identifies numerals</p>
<ul style="list-style-type: none"> <li>Identify three or more letters with their sound at the beginning of a word (such as “day,” “dog” and “David” all begin with “d”).</li> </ul>	<p><b>#12 Letter/Word Recognition</b> 12.2 Makes letter-sound connections</p>
<ul style="list-style-type: none"> <li>Recognize some signs and symbols in the classroom and community (such as a Stop sign), and use them for information.</li> </ul>	<p><b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge</p> <p><b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words</p>
<ul style="list-style-type: none"> <li>Begin to recite some words in familiar books from memory.</li> </ul>	<p><b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge</p> <p><b>#13 Reading Comprehension</b> 13.2 Retells, asks and answers questions</p>
<ul style="list-style-type: none"> <li>Know that print has meaning.</li> </ul>	<p><b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge</p> <p><b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Recognize own name in print.</li> </ul>	<b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words
<ul style="list-style-type: none"> <li>Begin to understand the order in which a page is read (for example, English is read from left to right and top to bottom).</li> </ul>	<b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge
<ul style="list-style-type: none"> <li>Tell you what is going to happen next in a story. Make up an ending.</li> </ul>	<b>#13 Reading Comprehension</b> 13.1 Responds to text 13.2 Retells, asks and answers questions
<ul style="list-style-type: none"> <li>Identify a variety of printed material (such as books, newspapers, magazines, cereal boxes).</li> </ul>	<b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge
<ul style="list-style-type: none"> <li>Use actions to show ideas from stories, signs, pictures, etc.</li> </ul>	<b>#13 Reading Comprehension</b> 13.1 Responds to text 13.2 Retells, asks and answers questions
<ul style="list-style-type: none"> <li>Retell more complicated, familiar stories from memory.</li> </ul>	<b>#13 Reading Comprehension</b> 13.2 Retells, asks and answers questions
<b>Writing</b>	
<ul style="list-style-type: none"> <li>Make marks, scribbles or letter-like shapes and identify them as words. Use pretend writing activities during play.</li> </ul>	<b>#14 Emergent Writing</b> 14.1 Writes name, words and sentences 14.2 Expresses through writing
<ul style="list-style-type: none"> <li>Use letter-like symbols to make lists, letters and stories or to label pictures.</li> </ul>	<b>#14 Emergent Writing</b> 14.1 Writes name, words and sentences
<ul style="list-style-type: none"> <li>Attempt to copy one or more letters of the alphabet.</li> </ul>	<b>#14 Emergent Writing</b> 14.1 Writes name, words and sentences
<ul style="list-style-type: none"> <li>Begin to print or copy own name, and identify at least some of the letters.</li> </ul>	<b>#14 Emergent Writing</b> 14.1 Writes name, words and sentences
<ul style="list-style-type: none"> <li>Explore writing letters in different languages.</li> </ul>	<b>#14 Emergent Writing</b> 14.1 Writes name, words and sentences  <b>#21 Families and Communities</b> 21.2 Explores cultures and traditions

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

Knowledge (cognition)	
<ul style="list-style-type: none"> <li>Ask adults questions to get information (as appropriate in the family's culture).</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments</p>
<ul style="list-style-type: none"> <li>Describe likes and interests.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p> <p><b>#8 Communication</b> 8.1 Communicates ideas</p>
<ul style="list-style-type: none"> <li>Apply new information or words to an activity or interaction.</li> </ul>	<p><b>#9 Vocabulary</b> 9.1 Builds vocabulary</p> <p><b>#25 Scientific Reasoning</b> 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Build on and adapt to what the child learned before. For example, change the way of stacking blocks after a tower continues to fall.</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Be able to explain what he or she has done and why, including any changes made to his/ her plans.</li> </ul>	<p><b>#20 Logic</b> 20.1 Solves problems</p> <p><b>#25 Scientific Reasoning</b> 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Seek to understand cause and effect ("If I do this, why does that happen?").</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Understand the ideas of "same" and "different."</li> </ul>	<p><b>#18 Patterns and Sorting</b> 18.2 Matches, sorts and charts</p>
<ul style="list-style-type: none"> <li>Recognize objects, places and ideas by symbols (for example, recognize which is the men's room and which is the women's by looking at the stick figure symbols).</li> </ul>	<p><b>#12 Letter/Word Recognition</b> 12.1 Identifies letters and words</p> <p><b>#13 Reading Comprehension</b> 13.1 Responds to text</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Name more than three colors.</li> </ul>	<p><b>#9 Vocabulary</b> 9.1 Builds vocabulary</p> <p><b>#27 Physical Science</b> 27.1 Identifies properties of matter</p>
<ul style="list-style-type: none"> <li>Group some everyday objects that go together (such as shoe and sock, pencil and paper).</li> </ul>	<p><b>#18 Patterns and Sorting</b> 18.2 Matches, sorts and charts</p>
<ul style="list-style-type: none"> <li>Predict what comes next in the day when there is a consistent schedule.</li> </ul>	<p><b>#2 Self Direction</b> 2.1 Follows rules and routines 2.3 Transitions and adapts</p> <p><b>#18 Patterns and Sorting</b> 18.1 Identifies and creates patterns</p>
<b>Math</b>	
<ul style="list-style-type: none"> <li>Count to 20 and beyond. Count 10 or more objects accurately.</li> </ul>	<p><b>#15 Number Concepts</b> 15.2 Counts to determine quantity</p>
<ul style="list-style-type: none"> <li>Give the next number in the sequence 1 through 10.</li> </ul>	<p><b>#15 Number Concepts</b> 15.2 Counts to determine quantity</p>
<ul style="list-style-type: none"> <li>Count out 10 items; may use fingers, body parts or other counters, as used in the child's home culture. Count and group things by number.</li> </ul>	<p><b>#15 Number Concepts</b> 15.2 Counts to determine quantity</p>
<ul style="list-style-type: none"> <li>Compare groups of up to 10 objects.</li> </ul>	<p><b>#15 Number Concepts</b> 15.2 Counts to determine quantity 15.3 Understands operations</p> <p><b>#19 Measurement</b> 19.2 Compares and seriates</p>
<ul style="list-style-type: none"> <li>Find the sum when joining two sets of up to five objects.</li> </ul>	<p><b>#15 Number Concepts</b> 15.3 Understands operations</p>
<ul style="list-style-type: none"> <li>Identify by sight how many are in a small group of objects, up to four.</li> </ul>	<p><b>#15 Number Concepts</b> 15.2 Counts to determine quantity 15.3 Understands operations</p>
<ul style="list-style-type: none"> <li>Use measuring tools in play (such as a ruler, measuring cups, or parts of the body).</li> </ul>	<p><b>#19 Measurement</b> 19.1 Estimates and measures</p>



Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Match and sort simple shapes (circles, squares, triangles).</li> </ul>	<p><b>#16 Shapes</b> 16.1 Identifies shapes</p> <p><b>#18 Patterns and Sorting</b> 18.2 Matches, sorts and charts</p>
<ul style="list-style-type: none"> <li>Compare size (such as, "I'm as tall as the yellow bookshelf.") Describe objects using size words (big, small, tall, short).</li> </ul>	<p><b>#19 Measurement</b> 19.1 Estimates and measures 19.2 Compares and seriates</p>
<ul style="list-style-type: none"> <li>Compare two objects using comparison words such as smaller, faster and heavier.</li> </ul>	<p><b>#19 Measurement</b> 19.2 Compares and seriates</p>
<ul style="list-style-type: none"> <li>Order three objects by one characteristic, ( such as from smallest to largest).</li> </ul>	<p><b>#19 Measurement</b> 19.2 Compares and seriates</p>
<ul style="list-style-type: none"> <li>Work puzzles with up to 10 pieces.</li> </ul>	<p><b>#16 Shapes</b> 16.2 Manipulates parts and wholes</p> <p><b>#17 Spatial Awareness</b> 17.1 Flips and rotates objects</p>
<ul style="list-style-type: none"> <li>Create own patterns with a variety of materials. Describe what the pattern is.</li> </ul>	<p><b>#18 Patterns and Sorting</b> 18.1 Identifies and creates patterns</p>
<ul style="list-style-type: none"> <li>Follow simple directions for position (beside, next to, between, etc.)</li> </ul>	<p><b>#17 Spatial Awareness</b> 17.2 Determines object location</p>
<b>Science</b>	
<ul style="list-style-type: none"> <li>Ask questions and identify ways to find answers. Try out these activities and think about what to do next to learn more.</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Predict what will happen in science and nature experiences. Consider whether these predictions were right, and explain why or why not.</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>Use tools to explore the environment (a magnifying glass, magnets, sifters, etc.).</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p><b>#29 Technology</b> 29.1 Explores technology</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>• Measure sand or water using a variety of containers.</li> </ul>	<p><b>#19 Measurement</b> 19.1 Estimates and measures</p>
<ul style="list-style-type: none"> <li>• Use one sense (such as smell) to experience something and make one or two comments to describe this.</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p><b>#27 Physical Science</b> 27.1 Identifies properties of matter</p>
<ul style="list-style-type: none"> <li>• Investigate the properties of things in nature. Begin to understand what various life forms need in order to grow and live.</li> </ul>	<p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments</p> <p><b>#26 Life Science</b> 26.1 Identifies basic needs 26.2 Classifies organisms</p>
<ul style="list-style-type: none"> <li>• Take responsibility in taking care of living things, such as feeding the fish, watering plants, etc.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#3 Social Relationships</b> 3.3 Cares for and responds to others</p> <p><b>#26 Life Science</b> 26.1 Identifies basic needs</p>
<ul style="list-style-type: none"> <li>• Talk about changes in the weather and seasons, using common words, such as rainy and windy.</li> </ul>	<p><b>#28 Earth Science</b> 28.1 Identifies weather and climates</p>
<ul style="list-style-type: none"> <li>• Look at where the sun is in the morning, afternoon, evening and night.</li> </ul>	<p><b>#28 Earth Science</b> 28.1 Identifies weather and climates</p>
<ul style="list-style-type: none"> <li>• Take walks outside and gather different types of leaves, name colors he/she sees outdoors.</li> </ul>	<p><b>#28 Earth Science</b> 28.2 Explores ecosystems</p>
<ul style="list-style-type: none"> <li>• Participate (with adult direction) in activities to preserve the environment, such as disposing of litter properly, saving paper and cans to be recycled, etc.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#28 Earth Science</b> 28.2 Explores ecosystems</p>
<p><b>Social Studies</b></p>	
<ul style="list-style-type: none"> <li>• Describe family members and understand simple relationships (such as, “Marika is my sister.”)</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>• Adopt the roles of different family members during dramatic play. Plan what each role does and then enact it.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>• Draw own family, as the child understands it.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p> <p><b>#32 Visual Arts</b> 32.2 Expresses through visual arts</p>
<ul style="list-style-type: none"> <li>• Ask questions about similarities and differences in other people (such as language, hair style, clothing).</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles 21.2 Explores cultures and traditions 21.3 Respects diversity</p>
<ul style="list-style-type: none"> <li>• Talk about the past and the future, such as what the child did this morning and what his or her family will do this weekend.</li> </ul>	<p><b>#24 History</b> 24.1 Describes past events</p>
<ul style="list-style-type: none"> <li>• Recognize some people in the community by their jobs (such as grocery store clerk, bus driver, doctor).</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p>
<ul style="list-style-type: none"> <li>• Enjoy taking the roles of different jobs in pretend play.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>• Talk about what the child wants to be when he or she grows up.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p> <p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p>
<ul style="list-style-type: none"> <li>• Play store or restaurant, with empty food containers, receipts, etc.</li> </ul>	<p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p> <p><b>#22 Civics and Economics</b> 22.2 Understands concepts of trade</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>Match objects to their normal locations (for example, a stove in the kitchen, a bed in the bedroom, a tree in the forest).</li> </ul>	<p><b>#17 Spatial Awareness</b> 17.2 Determines object location</p> <p><b>#18 Patterns and Sorting</b> 18.2 Matches, sorts and charts</p> <p><b>#20 Logic</b> 20.1 Solves problems</p> <p><b>#21 Families and Communities</b> 21.1 Identifies community and family roles</p>
<ul style="list-style-type: none"> <li>Recognize where he or she is when traveling in familiar areas, most of the time.</li> </ul>	<p><b>#23 Geography</b> 23.1 Identifies types of places</p>
<ul style="list-style-type: none"> <li>Recognize that roads have signs or a name, and houses and apartments usually have numbers to help identify their locations.</li> </ul>	<p><b>#11 Concepts of Print</b> 11.1 Demonstrates print knowledge</p> <p><b>#23 Geography</b> 23.1 Identifies types of places</p>
<p><b>Arts</b></p>	
<ul style="list-style-type: none"> <li>Show an increasing ability to use art materials safely and with purpose.</li> </ul>	<p><b>#5 Fine Motor</b> 5.2 Uses drawing/writing tools</p> <p><b>#32 Visual Arts</b> 32.1 Develops artistic techniques</p>
<ul style="list-style-type: none"> <li>Understand that different art forms (such as dance, music or painting) can be used to tell a story.</li> </ul>	<p><b>#30 Music</b> 30.2 Expresses through music</p> <p><b>#31 Dance and Movement</b> 31.2 Expresses through dance and movement</p> <p><b>#32 Visual Arts</b> 32.2 Expresses through visual arts</p> <p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>Express self through art and music. Take pride in showing others own creations (“Look at my picture.”)</li> </ul>	<p><b>#30 Music</b> 30.2 Expresses through music</p> <p><b>#32 Visual Arts</b> 32.2 Expresses through visual arts</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>• Use a variety of materials to create representations of people and things (such as drawing a person showing two to four body parts).</li> </ul>	<p><b>#32 Visual Arts</b> 32.2 Expresses through visual arts</p>
<ul style="list-style-type: none"> <li>• Show creativity and imagination.</li> </ul>	<p><b>#1 Self Concept</b> 1.2 Takes responsibility</p> <p><b>#20 Logic</b> 20.1 Solves problems</p> <p><b>#25 Scientific Reasoning</b> 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<ul style="list-style-type: none"> <li>• Hum or move to the rhythm of recorded music.</li> </ul>	<p><b>#30 Music</b> 30.1 Develops rhythm and tone</p> <p><b>#31 Dance and Movement</b> 31.1 Develops dance and movement techniques</p>
<ul style="list-style-type: none"> <li>• Ask to sing a particular song.</li> </ul>	<p><b>#1 Self Concept</b> 1.1 Expresses preference</p> <p><b>#30 Music</b> 30.1 Develops rhythm and tone</p>
<ul style="list-style-type: none"> <li>• Remember the words to a familiar song.</li> </ul>	<p><b>#13 Reading Comprehension</b> 13.2 Retells, asks and answers questions</p> <p><b>#30 Music</b> 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<ul style="list-style-type: none"> <li>• Enjoy participating in a variety of music activities, such as listening, singing, finger plays, chants, playing musical instruments, games and performances.</li> </ul>	<p><b>#30 Music</b> 30.1 Develops rhythm and tone 30.2 Expresses through music</p>

Washington State Early Learning and  
Development Guidelines (2012):  
Ages Four to Five Years

Developmental Continuum of the  
Experience Early Learning Skills

<ul style="list-style-type: none"> <li>• Enjoy learning songs and dances from other cultures.</li> </ul>	<p><b>#21 Families and Communities</b> 21.2 Explores cultures and traditions</p> <p><b>#30 Music</b> 30.1 Develops rhythm and tone 30.2 Expresses through music</p> <p><b>#31 Dance and Movement</b> 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<ul style="list-style-type: none"> <li>• Watch other children dance; try to mimic the movements.</li> </ul>	<p><b>#31 Dance and Movement</b> 31.1 Develops dance and movement techniques</p>
<ul style="list-style-type: none"> <li>• Express feelings through movement and dancing in various musical tempos and styles.</li> </ul>	<p><b>#31 Dance and Movement</b> 31.2 Expresses through dance and movement</p>
<ul style="list-style-type: none"> <li>• Perform simple elements of drama (such as audience, actors).</li> </ul>	<p><b>#33 Drama</b> 33.1 Participates in dramatic play</p>
<ul style="list-style-type: none"> <li>• Participate in dramatic play activities (such as acting out familiar activities, stories or events from own life).</li> </ul>	<p><b>#33 Drama</b> 33.1 Participates in dramatic play 33.2 Uses and create props</p>

# Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
		1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	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.	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 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.	