



★ Mother Goose Time ★

Alignment of the

Experience Early Learning Skills

with

Indiana Early Learning Foundations

# 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 Indiana's Early Learning Development Framework Aligned to the 2014 Indiana Academic Standards with the Developmental Continuum of the Experience Early Learning Skills.

Typically developing three- to four-year-olds will fall between benchmarks C and E on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

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

## Work Cited

Aligned with Indiana's Early Learning Development Framework Aligned to the 2014 Indiana Academic Standards. Retrieved from website: <http://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf>

## English/Language Arts Foundations

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|--|---|
| <b>English/Language Arts Foundation 1: Communication Process</b> Early learners develop foundational skills to communicate effectively for a variety of purposes.                                      | <b>Listening Comprehension<br/>Communication</b>            |
| ELA1.1: Demonstrate receptive communication  | 7.1 Listening Comprehension. Comprehends spoken language    |
| ELA1.2: Demonstrate expressive communication   | 8.1 Communication. Communicates ideas.                      |
| ELA1.3: Demonstrate ability to engage in conversations   | 8.2 Communication. Speaks in sentences.                     |
| <b>English/Language Arts Foundation 2: Early Reading</b> Early learners develop foundational skills in understanding alphabet awareness, phonological awareness, concepts of print, and comprehension. | <b>Letter/Word Recognition</b>                              |
| ELA2.1: Demonstrate awareness of the alphabet  | 12.1 Letter/Word Recognition. Identifies letters and words. |
| ELA2.2: Demonstrate phonological awareness   | 10.1 Phonological Awareness. Hears small units of sound.    |
| ELA2.3: Demonstrate awareness and understanding of concepts of print   | 11.1 Concepts of Print. Demonstrates print knowledge.       |
| ELA2.4: Demonstrate comprehension  | 13.1 Reading Comprehension. Responds to text.               |
| <b>English/Language Arts Foundation 3: Early Writing</b> Early learners develop foundational skills in mechanics of writing, ability to tell a story, and write for a variety of purposes.             | <b>Emergent Writing</b>                                     |
| ELA3.1: Demonstrate mechanics of writing   | 14.1 Emergent Writing. Writes name, words and sentences.    |
| ELA3.2: Demonstrate ability to communicate a story   | 14.2 Emergent Writing. Expresses through writing.           |

## Mathematics

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| <b>Mathematics Foundation 1: Numeracy</b><br>Early learners develop foundational skills in learning and understanding counting, cardinality, written numerals, quantity, and comparison.           | <b>Number Concepts</b>  |
| M1.1: Demonstrate strong sense of counting   | 15.2 Number Concepts. Counts to determine quantity.                           |
| M1.2: Demonstrate understanding of written numerals  | 15.1 Number Concepts. Identifies numerals.                                    |
| M1.3: Recognition of number relations  | 15.3 Number Concepts. Understands operations.                                 |
| <b>Mathematics Foundation 2: Computation and Algebraic Thinking</b><br>Early learners develop foundational skills in learning and understanding mathematic structure and patterning                | <b>Number Concepts<br/>Patterns and Sorting</b>                               |
| M2.1: Exhibit understanding of mathematic structure  | 15.3 Number Concepts. Understands operations.                                 |
| M2.2: Demonstrate awareness of patterning  | 18.1 Patterns and Sorting. Identifies and creates patterns.                   |
| <b>Mathematics Foundation 3: Data Analysis</b><br>Early learners develop foundational skills in learning to understand concepts of classification, data collection, organization, and description. | <b>Scientific Reasoning</b>   |
| M3.1: Demonstrate understanding of classifying   | 25.3 Scientific Reasoning. Evaluates and infers.                              |
| <b>Mathematics Foundation 4: Geometry</b><br>Early learners develop foundational skills in learning and understanding spatial relationships and shape analysis.                                    | <b>Spatial Awareness</b>  |
| M4.1: Understanding of spatial relationships   | 17.2 Spatial Awareness. Determines object location.                           |
| M4.2: Exhibit ability to identify, describe, analyze, compare, and create shapes   | 16.1 Shapes. Identifies shapes.<br>16.2 Shapes. Manipulates parts and wholes. |
| <b>Mathematics Foundation 5: Measurement</b><br>Early learners develop foundational skills in learning and understanding concepts of time and measurement comparisons.                             | <b>Measurement</b>  |
| M5.1: Understand concept of time   | 24.1 History. Describes past events.  |

M5.2: Understand measurement through description and comparison

19.1 Measurement. Estimates and measures.

**Social Emotional Skills**

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| <p><b>Social Emotional Foundation 1: Sense of Self</b><br/>Early learners develop foundational skills that support self-awareness, confidence, and the identification and expression of emotions.</p>              | <p><b>Self Concept</b></p>  |
| <p>SE1.1: Demonstrate self awareness and confidence</p>  | <p>1.1 Self Concept. Expresses preference.</p>  |
| <p>SE1.2: Demonstrate identification and expression of emotions</p>  | <p>1.3 Self Concept. Identifies and manages feelings.</p>   |
| <p><b>Social Emotional Foundation 2: Self-Regulation</b><br/>Early learners develop foundational skills that support executive functions including impulse control, planning skills, and emotional regulation.</p> | <p><b>Self Direction</b></p>  |
| <p>SE2.1: Demonstrate self control</p>   | <p>2.1 Self Direction. Follows rules and routines.<br/>2.2 Self Direction. Maintains attention.<br/>2.3 Self Direction. Transitions and adapts.</p> |
| <p><b>Social Emotional Foundation 3: Conflict Resolution</b><br/>Early learners develop foundational skills that support conflict resolution.</p>  | <p><b>Social Relationships. Cooperates</b></p>  |
| <p>SE3.1: Demonstrate conflict resolution</p>  | <p>3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>       |
| <p><b>Social Emotional Foundation 4: Building Relationships</b><br/>Early learners develop foundational skills that support social development and engagement with others.</p>                                     | <p><b>Social Relationships</b></p>  |
| <p>SE4.1: Demonstrate relationship skills</p>  | <p>3.3 Social Relationships. Cares for and responds to others.</p>  |

Approaches to Play and Learning

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| <p><b>Approaches to Play and Learning Foundation 1: Initiative and Exploration</b><br/>                 Early learners develop foundational skills that support initiative, self-direction, interest, and curiosity as a learner.</p>                   | <p><b>Self Direction</b></p>  |
| <p>APL1.1: Demonstrate initiative and self-direction</p>  | <p>2 Self Direction</p>   |
| <p>APL1.2: Demonstrate interest and curiosity as a learner</p>  | <p>2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful.</p>   |
| <p><b>Approaches to Play and Learning Foundation 2: Flexible Thinking</b><br/>                 Early learners develop foundational skills that support flexible thinking and social interactions during play.</p>                                       | <p><b>Self Direction</b></p>  |
| <p>APL2.1: Demonstrate development of flexible thinking skills during play</p>  | <p>1.3 Self Concept. Identifies and manages feelings.</p>   |
| <p><b>Approaches to Play and Learning Foundation 3: Attentiveness . and Persistence</b><br/>                 Early learners develop foundational skills that support focus and attention to a specific activity and persistence to complete a task.</p> | <p><b>Self Direction</b></p>  |
| <p>APL3.1: Demonstrate development of sustained attention and persistence</p>   | <p>2.2 Self Direction. Maintains attention.</p>   |
| <p><b>Approaches to Play and Learning Foundation 4: Social Interactions</b><br/>                 Early learners develop foundational skills that support the engagement in imaginative and cooperative play with others.</p>                            | <p><b>Social Relationships</b></p>  |
| <p>APL4.1: Demonstrate development of social interactions during play</p>   | <p>3.1 Social Relationships. Builds positive relationships.<br/>                 3.2 Social Relationships. Cooperates.<br/>                 3.3 Social Relationships. Cares for and responds to others.</p> |

## Science

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| <b>Science Foundation 1: Physical Science</b><br>Early learners develop foundational skills in learning and understanding the properties of objects and changes in the physical world.                      | <b>Physical Science</b>  |
| SC1.1: Demonstrate ability to explore objects in the physical world   | 25.2.B Scientific Reasoning. Observes and experiments. Uses senses to explore environment.   |
| SC1.2: Demonstrate awareness of the physical properties of objects  | 27.1 Physical Science. Identifies properties of matter   |
| <b>Science Foundation 2: Earth and Space Science</b><br>Early learners develop foundational skills in learning and understanding the natural world through exploration of Earth, sky, weather, and seasons. | <b>Earth Science</b>   |
| SC2.1: Recognize the characteristics of Earth and sky   | 28.2 Earth Science. Explores ecosystems  |
| SC2.2: Recognize seasonal and weather related changes   | 28.1 Earth Science. Identifies weather and climates  |
| <b>Science Foundation 3: Life Science</b><br>Early learners develop foundational skills in learning and understanding the presence and characteristics of living creatures and plants.                      | <b>Life Science</b>  |
| SC3.1: Demonstrate awareness of life  | 26.1 Life Science. Identifies basic needs.<br>26.2 Life Science. Classifies organisms.   |
| <b>Science Foundation 4: Engineering</b><br>Early learners develop foundational skills in learning and understanding how to solve problems using the engineering design process.                            | <b>Technology</b>  |
| SC4.1: Demonstrate engineering design skills  | 29.1 Technology. Explores technology   |
| <b>Science Foundation 5: Scientific Inquiry and Methods</b><br>Early learners develop foundational skills in learning and understanding about the world around them through exploration and investigation.  | <b>Scientific Reasoning</b>  |
| SC5.1: Demonstrate scientific curiosity Infant Younger Toddler Older  | 25.1 Scientific Reasoning. Inquires and predicts<br>25.2 Scientific Reasoning. Observes and experiments<br>25.3 Scientific Reasoning. Evaluates and infers |

## Social Studies

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| <b>Social Studies Foundation 1: Self</b><br>Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.                     | <b>Self Concept</b>  |
| SS1.1: Demonstrate development of self   | 1.1 Self Concept. Expresses preference<br>1.2 Self Concept. Takes responsibility<br>1.3 Self Concept. Identifies and manages feelings                    |
| <b>Social Studies Foundation 2: History and Events</b><br>Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.        | <b>History</b>   |
| SS2.1: Demonstrate awareness of chronological thinking   | 24.1.C History. Describes past events. Describes events as they happen. Uses words such as first, then.  |
| SS2.2: Demonstrate awareness of historical knowledge   | 24.1.D History. Describes past events. Recalls information and events from the past.   |
| SS2.3: Demonstrate awareness of the foundations of government  | 22.1.D Civics and Economics. Understands citizenship. Follows familiar rules and helps make group decisions.   |
| SS2.4: Demonstrate awareness of the functions of government  | 22.1.F Civics and Economics. Understands citizenship. Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. |
| <b>Social Studies Foundation 3: Geography</b><br>Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment. | <b>Geography</b>   |
| SS3.1: Demonstrate awareness of the world in spatial terms   | 17.2.B Spatial Awareness. Determines object location. Follows simple positional directions such as on/off, over/under and up/down.                       |
| SS3.2: Demonstrate awareness of places and regions   | 23.1 Geography. Identifies types of places   |
| SS3.3: Demonstrate awareness of environment and society  | 23.1 Geography. Identifies types of places<br>21.1 Families and Communities. Identifies community and family roles                                       |
| <b>Social Studies Foundation 4: Economics</b><br>Early learners develop foundational skills in learning and understanding the functions of an economy.   | <b>Civics and Economics</b>  |



Indiana Early Learning Foundations

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SS4.1: Demonstrate awareness of economics

22.2. Civics and Economics. Understands concepts of trade.

**Social Studies Foundation 5: Citizenship**

Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.

Civics and Economics

SS5.1: Demonstrate awareness of citizenship

22.1.D Civics and Economics. Understands citizenship.

## Creative Arts

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| <b>Creative Arts Foundation 1: Music</b><br>Early learners develop foundational skills that support creative expression through voice, instruments, and objects.                                     | <b>30 Music</b>   |
| CA1.1: Demonstrate creative music expression   | 30.1 Music. Develops rhythm and tone<br>30.2 Music. Expresses through music   |
| <b>Creative Arts Foundation 2: Dance</b><br>Early learners develop foundational skills that support creative expression through movement.  | <b>31 Dance and Movement</b>  |
| CA2.1: Demonstrate creative movement expression  | 31.1 Dance and Movement. Develops dance and movement techniques<br>31.2 Dance and Movement. Expresses through dance and movement. |
| <b>Creative Arts Foundation 3: Visual Arts</b><br>Early learners develop foundational skills that support creative expression through the process, production, and appreciation of visual art forms. | <b>32 Visual Arts</b>   |
| CA3.1: Demonstrate creative expression through the visual art process  | 32.1 Visual Arts. Develops artistic techniques  |
| CA3.2: Demonstrate creative expression through visual art production   | 32.1 Visual Arts. Develops artistic techniques  |
| CA3.3: Demonstrate creative expression through art appreciation  | 32.2 Visual Arts. Expresses through visual arts   |
| <b>Creative Arts Foundation 4: Dramatic Play</b><br>Early learners develop foundational skills that support creative expression through dramatic play.   | <b>33 Drama</b>   |
| CA4.1: Demonstrate creative expression through dramatic play   | 33.1 Drama. Participates in dramatic play.<br>33.2 Drama. Uses and creates props.   |

Physical Development

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| <p><b>Physical Health and Growth Foundation 1: Health and Well-Being</b><br/>Early learners develop foundational skills that support healthy, safe, and nutritious practices.</p>   | <p><b>6 Health and Safety</b></p>  |
| <p>PHG1.1: Demonstrate development of healthy practices</p>   | <p>6.2 Health and Safety. Practices good hygiene</p>   |
| <p>PHG1.2: Demonstrate development of safety practices</p>  | <p>6.3 Health and Safety. Demonstrates safe practices</p>  |
| <p>PHG1.3: Demonstrate development of nutrition awareness</p>   | <p>6.1 Health and Safety. Makes healthy food and exercise choices</p>                              |
| <p><b>Physical Health and Growth Foundation 2: Senses</b><br/>Early learners use the five senses to develop foundational skills that support processing information and understanding one's own body in relation to space and objects in space.</p> | <p><b>Physical Development</b></p>   |
| <p>PHG2.1: Demonstrate how the five senses support processing information</p>   | <p>25.2 Scientific Reasoning. Observes and experiments. Uses senses to explore environment</p>     |
| <p>PHG2.2: Demonstrate development of body awareness</p>  | <p>1 Self Concept</p>  |
| <p><b>Physical Health and Growth Foundation 3: Motor Skills</b><br/>Early learners develop foundational skills that support the development of fine and gross motor coordination.</p>   | <p><b>4 Gross Motor</b><br/><b>5 Fine Motor</b></p>  |
| <p>PHG3.1: Demonstrate development of fine and gross motor coordination</p>   | <p>5.1 Fine Motor. Controls small movements.<br/>4.2 Gross Motor. Coordinates large movements.</p> |
| <p>PHG3.2: Demonstrate development of oral motor skills</p>   | <p>5.1 Fine Motor. Controls small movements.<br/>8.1 Communication. Communicates ideas</p>         |
| <p><b>Physical Health and Growth Foundation 4: Personal Care</b><br/>Early learners develop foundational skills that support the independent care of one's self.</p>  | <p><b>2 Self Direction</b></p>   |
| <p>PHG4.1: Demonstrate increased independence in personal care routines</p>   | <p>1.2 Self Concept. Takes Responsibility</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.  | Recognizes personal feelings. Controls impulses with reminders.                                      | Names some personal feelings and uses strategies to manage behavior.  | Identifies and explains personal responses.  | Anticipates an emotional response that may result from a given situation.   |
|   | 2 Self Direction       | 2.1 Follows rules and routines              | Reacts to tone of voice and expression.                                    | Cooperates during familiar routines and redirection.                                   | With prompting, follows rules and routines.  | Follows rules and routines. Expresses feelings about fairness.   | Follows rules and routines. Expresses feelings about fairness.                                       | Participates in setting, defining and following rules.  | Explains why rules and regulations are important and what might happen if they are not followed. | Follows explicit and implied rules in various situations with few reminders.  |
|   |                        | 2.2 Maintains attention                     | Focuses for a short time when others interact with him/her.                | Attends to what others are looking at or pointing to.                                  | Focuses on an engaging activity for a short period of time independently or with an adult.                 | Practices or repeats an activity many times until successful.  | Sustains focus for at least five minutes, persisting even if there are problems or distractions.     | Sustains focus for at least ten minutes even if there are distractions.   | Sustains focus for at least thirty minutes even if there are distractions.                       | Sustains focus for forty-five minutes even if there are distractions.   |
|   |                        | 2.3 Transitions and adapts                  | Reacts to changes in routine.  | Responds to cues that signal a change in the daily routine.                            | Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers. | Recognizes when the typical routine is not followed and identifies the change.   | With support, negotiates ways to handle non-routine transitions.                                     | Transitions from one activity to the next and helps others through the transition.  | Describes strategies to adjust and calm one-self in new or stressful situations.                 | Adapts to new situations quickly and with minimal stress.   |
|   | 3 Social Relationships | 3.1 Builds positive relationships           | Connects with caregivers through eye contact and gentle touch.             | Greets and stays near familiar people.   | Plays side-by-side with a new or familiar person.  | Joins a group and participates in group play.  | Initiates play, conversations and interactions with one or more persons.                             | Begins to describe friendships and other meaningful relationships.  | Describes qualities of positive relationships and ways to build them.                            | Describes different types of relationships such as those with family, with friends and with teachers.                           |
|   |                        | 3.2 Cooperates                              | Enjoys turn-taking games, such as peek-a-boo.                              | Mimics actions of others.  | Helps or participates in an activity when asked.   | Plays cooperatively with others and begins to share. Asks adult to help solve social problems.   | Seeks out opportunities to help others. Tries to solve own social problems.                          | Suggests solutions to group problems or challenges.   | Fulfills personal roles and responsibilities when working in a group.                            | Works collaboratively and flexibly within a group.  |
|   |                        | 3.3 Cares for and responds to others        | Reacts to others' behaviors and expressions.                               | Mimics facial expressions of others.   | Demonstrates concern for someone who is sad or upset.  | Explains a reason why someone may be happy or sad.   | Tries to comfort and assure familiar children or adults.   | Identifies feelings of others and responds accordingly.   | Shows empathy.   | Encourages others to care for, include or help another person.  |
| Physical Development                          | 4 Gross Motor          | 4.1 Builds strength and balance             | Sits independently and pulls self into a standing position.                | Walks and climbs.  | Runs and balances on a wide beam.  | Balances and hops on one foot.   | Hops from one foot to the other. Begins to skip.   | Skips confidently, gallops and slides side to side.   | Leaps. Balances on a variety of objects.   | Uses conditioning methods to strengthen muscles and increase endurance.   |
|   |                        | 4.2 Coordinates large movements             | Kicks or grabs from a seated or laying position.                           | Carries, drags, kicks and tosses objects.  | Throws objects in an intended direction. Catches objects against body.                                     | Throws both overhand and underhand. Catches or kicks moving objects.   | Coordinates multiple movements in simple sequences.  | Changes direction and speed of movement.  | Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.                      | Coordinates multiple complex movements in continuous play.  |
|   | 5 Fine Motor           | 5.1 Controls small movements                | Reaches for objects in sight.  | Manipulates objects with purpose, such as feeding self with a spoon.                   | Opens, closes, twists and pulls objects.   | Snips with scissors. Strings large beads.  | Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.                  | Follows an outline with scissors. Ties shoes and dresses self.  | Threads small beads. Stocks small objects.   | Beads, grasps and stacks objects of all sizes with speed and accuracy.  |
|   |                        | 5.2 Uses drawing/writing tools              | Picks up small objects with thumb and pointer finger (pincher grasp).      | Purposefully grasps and releases objects. Makes random marks with writing tools.       | Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.               | Uses fingers to grasp and manipulate drawing/writing tools with increasing control.  | Uses a mature tripod grip with drawing/writing tools.  | Consistently uses mature tripod grip with drawing/writing tools.  | Legibly prints letters, numbers, and symbols.  | Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. |
|   | 6 Health and Safety    | 6.1 Makes healthy food and exercise choices | Cries when hungry or tired.  | Communicates when hungry, thirsty, or tired.   | Anticipates the need to eat, rest and drink.   | Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.  | Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. | Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.                         | Explains the importance of nutrition, exercise and rest in maintaining wellness.                 | Explains how feeling well is related to proper nutrition, exercise and rest.  |
|   |                        | 6.2 Practices good hygiene                  | Receives appropriate healthcare from caregivers.                           | Recognizes the difference between dirty and clean. Points to body parts when prompted. | With help, participates in healthy habits and healthcare routines. Names body parts.                       | Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain. | Explains how germs spread and simple strategies for preventing the spread.                           | When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions. | Describes the functions of basic organs. Maintains personal hygiene with few reminders.          | Describes how to deal with health concerns of self and others.  |
|   |                        | 6.3 Demonstrates safe practices             | Responds to possible dangers in environment and avoids them when prompted. | Follows simple safety rules.   | Identifies dangerous situations and seeks out help.  | Describes reasons for safety rules and reminds others to follow them.  | Applies general safety rules to a variety of everyday situations with little prompting.              | Identifies emergency situations. Describes how to get help and behave during them.  | Takes appropriate initiative in dangerous and emergency situations.                              |   |

Individual children develop at a unique pace.

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

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

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   |   |
| 123<br>Mathematics and Reasoning | 15 Number Concepts          | 15.1 Identifies numerals   | Hears numbers in everyday context.  | Recognizes the numeral one and sees other numerals around the room.                | Recognizes numerals to three.  | Identifies numerals to five.   | Identifies numerals to ten.  | Identifies and writes numerals to twenty.   | Identifies numerals to one thousand, understands place value and identifies if a number is even or odd.                             |   |
|                                  |                             | 15.2 Counts to determine quantity                                      | Hears rote counting.  | Verbally counts (not always in correct order).                                     | Points to one object at a time while counting (not always in correct order).                                     | Counts up to ten objects.  | Counts up to twenty objects.   | Counts to one hundred by ones and tens. Counts forward from a given number.                                     | Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.   | Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.  |
|                                  |                             | 15.3 Understands operations  | Looks for an object that is taken out of sight.                                 | Demonstrates an understanding of one, two and more.                                | Creates groups of objects. Adds and removes to group as prompted.  | Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.      | Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.              | Solves addition and subtraction problems within ten.  | Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$ , $7=5+2$ ).                            | Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false. |
|                                  | 16 Shapes                   | 16.1 Identifies shapes   | Manipulates objects that are a variety of shapes.                               | Matches two identical shapes.  | Identifies a few basic shapes.   | Identifies four to six basic geometric shapes.   | Describes basic and complex two- and three-dimensional shapes using own words.   | Describes objects in the environment as two- and three-dimensional shapes.                                      | Describes and draws defining features of shapes.  | Identifies and draws complex shapes.  |
|                                  |                             | 16.2 Manipulates parts and wholes                                      | Tries to put one object inside of another.                                      | Fills container and then dumps out the contents.                                   | Puts together two to three pieces to create a whole object.  | Uses a guide to put together six to twelve pieces to make a whole object.                                      | Creates a whole object from many pieces without using a guide.   | Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.  | Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts. | Separates a shape into halves, thirds and fourths.  |
|                                  | 17 Spatial Awareness        | 17.1 Flips and rotates objects   | Plays with objects and toys that are a variety of shapes.                       | Purposely turns or spins objects.  | Recognizes familiar objects that are upside down and turns them right-side up.                                   | Matches two similar objects that are turned or positioned in different ways.                                   | Identifies and corrects the orientation of familiar objects and symbols.   | Identifies two- and three-dimensional shapes and symbols regardless of orientation.                             | Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.                                      | Determines when shapes have been slid, turned or flipped and describes the translation.   |
|                                  |                             | 17.2 Determines object location  | Participates as caregiver raises arms or legs and says up/down.                 | Follows simple positional directions such as on/off, over/under and up/down.       | When prompted, finds or places objects next to, between, in front of or behind self.                             | When prompted, finds or places objects next to, between, in front of or behind 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 or work together in trade to get what they need and want.   |
|                                  | 23 Geography                | 23.1 Identifies types of places  | Responds to changes in the immediate environment.                               | Recognizes familiar places.  | Identifies a variety of familiar places, such as the store, car, home or Grandma's.                              | Identifies different types of water bodies, streets, buildings and landmarks in own community.                 | Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. | Compares the geographic features of own community to another community.   | Identifies and describes various types of landforms and natural resources.  | Explains how the physical features and characteristics of an environment affect how people live.  |
|                                  |                             | 23.2 Uses maps   | Navigates within a familiar environment.  | Finds ways to move around obstacles in a familiar environment.                     | Follows a path.  | Recognizes symbols and landmarks.  | Identifies what is represented on a map. Draws pictures of current location.   | Recreates a map of something s/he cannot immediately see.   | Locates familiar places on maps. Uses cardinal directions to follow and give directions.  | Uses a variety of maps to gather information.   |
|                                  | 24 History                  | 24.1 Describes past events   | Focuses on interactions with others for a short time.                           | Observes events and begins to participate.   | Describes events as they happen. Uses words such as first, then.   | Recalls information and events from the past.  | Uses language of time to describe familiar sequences of events.  | Retells historical, fictional or past events or stories.  | Compares and contrasts current and historical conditions of familiar environments.  | Describes relationships between past events and current conditions. Explains why it is important to understand historical events.           |

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

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