



★Mother Goose Time★

Alignment of the

# Mother Goose Time Preschool Curriculum

with

NAEYC Guidelines for Appropriate Curriculum Content and Assessment in  
Programs Serving Children Ages 3 through 8

# The Mother Goose Time Preschool Curriculum

## Alignment

This document details the alignment of the NAEYC Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 through 8 with the Mother Goose Time Preschool Curriculum.

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 .....

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

**NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment**

**Mother Goose Time Preschool Curriculum**

Theoretical Base	
<p>1. The curriculum has an articulated description of its theoretical base that is consistent with prevailing professional opinion and research on how children learn.</p> <p><b>Question:</b> Does it promote interactive learning and encourage the child's construction of knowledge?</p>	<p>Mother Goose Time Preschool Curriculum is based on the theories of Jean Piaget, Erik Erikson, Albert Bandura, Lev Vygotsky and Howard Gardner. Our curriculum is supported by the latest research on early childhood development that includes Pam Schiller, Dr. Becky Bailey, Lisa Murphy and Eric Jensen. The Research Basis for Mother Goose Time Curriculum Development document is available for review on our website in a PDF printer-friendly file.</p>
Goals in All Domains	
<p>2. Curriculum content is designed to achieve long-range goals for children in all domains – social, emotional, cognitive, and physical – and to prepare children to function as fully contributing members of a democratic society.</p> <p><b>Question:</b> Does it help achieve social, emotional, physical, and cognitive goals?</p>	<p>Mother Goose Time is a professionally developed curriculum that nurtures the whole child and supports their social, emotional, physical and intellectual growth. We believe, and research supports, that children learn through hands-on experiences and play; preschool age is the ideal age for learning appropriate social skills; asking open-ended questions facilitating the development of critical thinking skills; creating a safe nurturing learning environment promotes learning; young children thrive in an environment that creates routine; and each child works at their own ability level. Our curriculum is divided into nine learning domains: Language Development, Literacy, Mathematics, Science, Creative Arts, Social and Emotional Development, Physical Health and Safety, World Explorer and Approaches to Learning.</p>
Positive Learning Experience	

## NAEYC Guidelines for Appropriate Curriculum Content and Assessment

## Mother Goose Time Preschool Curriculum

<p>3. Curriculum addresses the development of knowledge and understanding, process and skills, dispositions and attitudes.</p> <p><b>Question:</b> Does it encourage development of positive feelings and dispositions toward learning while leading to acquisition of knowledge and skills?</p>	<p>Mother Goose Time Curriculum guides teachers through varying activities reinforcing supportive learning techniques. We reiterate for our teachers that each child works at their own ability level thereby supporting children's attitudes toward learning. We promote a safe learning environment, which allows children to experience success in the learning process. We encourage our teachers to focus on the process of learning rather than the finished product.</p>
<b>Relevant Content</b>	
<p>4. Curriculum addresses a broad range of content that is relevant, engaging and meaningful to children.</p> <p><b>Question:</b> Is it meaningful for these children? Is it relevant to the children's lives? Can it be made more relevant by relating it to a personal experience children have had or can they easily gain direct experience with it?</p>	<p>Our curriculum is theme-based and every three years we rotate subject matter. From getting dressed, animals, textures, oceans and outer space, our experienced team of curriculum writers create our curriculum utilizing two monthly themes, both being child appropriate. Our activities are often accompanied by extension ideas and activities for the teachers to incorporate in their classroom. Our theme-based curriculum is presented in a three-year rotation. Animals, textures, space, and the ocean are a few examples of the quality themes our curriculum writers focus on. Each month we incorporate a music program as well as extension ideas and activities to better meet the needs of all the preschool learners.</p>
<b>Realistic Goals</b>	
<p>5. Curriculum goals are realistic and attainable for most children in the designated age range for which they were designed.</p> <p><b>Question:</b> Are the expectations realistic and attainable at this time or could the children more easily and efficiently acquire the knowledge or skills later on?</p>	<p>Our curriculum Content Standards and Performance Standards are available in printer-friendly PDF format on our website. Our curriculum facilitates developmentally appropriate practices with flexible goals attainable at the ages of 2 1/2 to 5 years.</p>

**NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment**

**Mother Goose Time Preschool Curriculum**

Variety of Experiences	
<p>6. Curriculum content reflects and is generated by the needs and interests of individual children within the group. Curriculum incorporates a wide variety of learning experiences, materials and equipment, and instructional strategies to accommodate a broad range of children's individual differences in prior experience, maturation rates, styles of learning, needs and interests.</p> <p><b>Question:</b> Is it of interest to the children and to the teacher?</p>	<p>Mother Goose Time curriculum is created by a team of early childhood education professionals whose goals are to introduce children to various unique experiences utilizing materials and equipment that enhance learning. Our curriculum team refers to all styles of learning considering both research by Eric Jensen and Howard Gardner when creating learning activities.</p>
Diversity	
<p>7. Curriculum respects and supports individual, cultural, and linguistic diversity. Curriculum supports and encourages positive relationships with children's families.</p> <p><b>Question:</b> Is it sensitive to and respectful of cultural and linguistic diversity? Does it expect, allow, and appreciate individual differences? Does it promote positive relationships with families?</p>	<p>MGT has an entire domain devoted to cultural diversity and global education. We also include Spanish and Sign Language learning activities including a monthly bilingual book, sign language poster with interactive learning cards, and monthly multicultural days highlighting diverse cultural experiences to reinforce a global community.</p> <p>MGT supports communication between teacher and families by including a parent newsletter in our monthly curriculum kit. Our curriculum also provides activities for children to take home and create with their families.</p>
Background Knowledge	

**NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment**

**Mother Goose Time Preschool Curriculum**

<p>8. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.</p> <p><b>Question:</b> Does it build on and elaborate children's current knowledge and abilities?</p>	<p>Lev Vygotsky stated that scaffolding, which is building on information already learned, is one way to assist students in acquiring knowledge. Scaffolding is a key ingredient within our monthly curriculum. We offer frequent opportunities for students to revisit and build upon learned information in our calendar activities, Numbers at the Market Interactive Poster and Shapes Interactive Poster, Weekly Weather Poster and various matching games.</p>
<p><b>Conceptual Understanding</b></p>	
<p>9. The curriculum provides conceptual frameworks for children so that their mental constructions based on prior knowledge and experience become more complex over time.</p> <p><b>Question:</b> Does it lead to conceptual understanding by helping children construct their own understanding in meaningful contexts?</p>	<p>MGT curriculum supports teachers with extension ideas, tips, websites, books and activities to allow scaffolding to occur naturally. We encourage teachers to utilize their own unique, creative ideas while following the curriculum lesson plan book to provide opportunities for children. We provide opportunities for children to explore each concept so that they may individually connect to learning.</p>
<p><b>Integration Across Content Areas</b></p>	
<p>10. Curriculum allows for focus on a particular topic or content, while allowing for integration across traditional subject matter divisions by planning around themes and/or learning experiences that provide opportunities for rich conceptual development.</p> <p><b>Question:</b> Does it facilitate integrations of content across traditional subject matter areas?</p>	<p>MGT is theme based and children are encouraged to go deeper in their thinking creating connections to the various topics in each domain. We include questions to discuss with the children before an activity begins and also offer reflection time after the children have participated in the activity. We provide learning activities, which allow for a meaningful and authentic learning experience for children.</p>
<p><b>Standards Alignment</b></p>	

**NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment**

**Mother Goose Time Preschool Curriculum**

<p>11. The curriculum content has intellectual integrity; content meets the recognized standards of the relevant subject matter disciplines.</p> <p><b>Question:</b> Is the information presented accurate and credible according to the recognized standards of the relevant discipline?</p>	<p>MGT curriculum is up-to-date in the latest research in early childhood education and development. Our curriculum Content Standards and Performance Standards are available in printer-friendly PDF format on our website.</p>
<p><b>Worthy Content</b></p>	
<p>12. The content of the curriculum is worth knowing; curriculum respects children's intelligence and does not waste their time.</p> <p><b>Question:</b> Is this content worth knowing? Can it be learned by these children efficiently and effectively now?</p>	<p>MGT recognizes the natural curiosity of children and reinforces questioning and researching to satiate inquiries. Learning about various genres of music, employment possibilities, harvesting of food, habitats of animals and space, have health and safety discussions are just a few topics which provide necessary information utilized throughout a lifetime.</p>
<p><b>Active Engagement</b></p>	
<p>13. Curriculum engages children actively, not passively, in the learning process. Children have opportunities to make meaningful choices.</p> <p><b>Questions:</b> Does it encourage active learning and allow children to make meaningful choices?</p>	<p>From the morning routine of greeting each other, calendar and weather this week to dramatic play and art projects, children are actively involved in the learning process.</p>
<p><b>Process-Based</b></p>	
<p>14. Curriculum values children's constructive errors and does not prematurely limit exploration and experimentation or the sake of ensuring "right" answers.</p> <p><b>Question:</b> Does it foster children's exploration and inquiry, rather than focusing on "right" answers or "right" ways to complete a task?</p>	<p>We believe each child works at their own ability level. MGT emphasizes it is the process and not the product which is important for children to experience.</p>

NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment

Mother Goose Time Preschool Curriculum

Higher-Level Thinking	
<p>15. Curriculum emphasizes the development of children's thinking, reasoning, decision-making, and problem solving abilities.</p> <p><b>Question:</b> Does it promote the development of higher order abilities such as thinking, reasoning, problem solving, and decision-making?</p>	<p>Asking open-ended questions throughout each month is one way our curriculum promotes the development of critical-thinking, problem solving, social and decision-making skills.</p>
Social Interaction	
<p>16. Curriculum emphasizes the value of social interaction to learning in all domains and provides opportunities to learn from peers.</p> <p><b>Question:</b> Does it promote and encourage social interaction among children and adults?</p>	<p>According to Lisa Murphy, Play is essential to learning. Mother Goose Time believes that children learn through play and that preschool is the prime opportunity to develop social skills. One way children practice social skills is through classroom discussion. Children practice taking turns while talking, listening to each other's ideas and incorporating ideas into group play. Games are often played during Math activities and Science experiments.</p>
Physiological Needs	
<p>17. Curriculum is supportive of children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, and nourishment/elimination.</p> <p><b>Question:</b> Does it respect children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment/elimination?</p>	<p>The Music and Movement program allows for sensory stimulation and activity during the month. Our hands-on letters and numbers, and feel-bag items are included in monthly sensory, tactile experiences. We include lessons on personal hygiene and nutrition as well as tips for the teachers on approaching such topics. We suggest outdoor playtime when weather permits.</p>
Psychological Safety	

**NAEYC Guidelines for Appropriate Curriculum  
Content and Assessment**

**Mother Goose Time Preschool Curriculum**

<p>18. Curriculum protects children's psychological safety, that is, children feel happy, relaxed, and not frightened, worried or stressed.</p> <p><b>Question:</b> Does it promote feelings of psychological safety, security, and belonging?</p>	<p>Mother Goose Time Curriculum promotes a classroom community reinforced with activities such as Circle Time routine and Classroom book. Routine is established to create a sense of safety within the educational setting. Research in early childhood development supports the importance of maintaining a routine creating a safe and nurturing environment in order for learning to occur.</p>
<p><b>Self-Confidence</b></p>	
<p>19. The curriculum strengthens children's sense of competence and enjoyment of learning by providing experiences for children to succeed from their point of view.</p> <p><b>Question:</b> Does it provide experiences that promote feelings of success, competence, and enjoyment of learning?</p>	<p>Mother Goose Time Curriculum provides experiences that allow children to make choices about their learning and try out and explore different roles, responsibilities, emotions and problem-solve through play. We believe that by allowing children to practice skills of independence and responsibility, they build confidence in their own abilities that leads to their enjoyment and ability to take the risks needed for learning.</p>
<p><b>Flexibility</b></p>	<p>20. The curriculum is flexible so teachers can adapt to individual children or groups.</p> <p><b>Question:</b> Does it permit flexibility for children and teachers?</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
<b>1 Self Concept</b>	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	Colns 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.
<b>2 Self Direction</b>	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 routines 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.	Adapts to new situations quickly and with minimal stress.	Adapts to new situations quickly and with minimal stress.
<b>3 Social Relationships</b>	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 such as those with family, with friends and with teachers.	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 collaboratively with others and begins to share. Asks adult to help solve social problems.	Seeks opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfils 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.
<b>4 Gross Motor</b>	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.
<b>5 Fine Motor</b>	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].	Purposely 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.
<b>6 Health and Safety</b>	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.

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	Infant	Toddler	Preschool	Pre - Primary	Primary					
<b>A Language and Literacy</b>	<b>Skill</b>	<b>Goal</b>	<b>Benchmark A</b>	<b>Benchmark B</b>	<b>Benchmark C</b>	<b>Benchmark D</b>	<b>Benchmark E</b>	<b>Benchmark F</b>	<b>Benchmark G</b>	<b>Benchmark H</b>
	<b>7 Listening Comprehension</b>	<b>7.1 Comprehends spoken language</b>	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.
		<b>7.2 Follows verbal directions</b>	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.
	<b>8 Communication</b>	<b>8.1 Communicates ideas</b>	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.
		<b>8.2 Speaks in sentences</b>	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.
	<b>9 Vocabulary</b>	<b>9.1 Builds vocabulary</b>	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 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.	
		<b>10 Phonological Awareness</b>	<b>10.1 Hears small units of sound</b>	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.	Manipulates, substitutes and deletes sounds in words.
			<b>10.2 Identifies rhyme and alliteration</b>	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.
	<b>11 Concepts of Print</b>	<b>11.1 Demonstrates print knowledge</b>	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.
	<b>12 Letter/Word Recognition</b>	<b>12.1 Identifies letters and words</b>	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.
		<b>12.2 Makes letter-sound connections</b>	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.
	<b>13 Reading Comprehension</b>	<b>13.1 Responds to text</b>	Interacts by reaching or pointing 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.
		<b>13.2 Retells, asks and answers questions</b>	Holds book and looks intently at each page.	Answers "What is...?" questions by pointing.	Answers "What is...?" 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.
	<b>14 Emergent Writing</b>	<b>14.1 Writes name, words and sentences</b>	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 with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.	
		<b>14.2 Expresses through writing</b>	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.
<b>B Second Language Acquisition</b>	<b>Skill</b>	<b>Goal</b>	<b>Pre-production</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>	<b>Advanced Fluency</b>			
	<b>34 Approach to Second Language Acquisition</b>	<b>34.1 Participates using target language</b>	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.			
		<b>34.2 Demonstrates initiative with target language</b>	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.			
	<b>35 Comprehension of Second Language</b>	<b>35.1 Demonstrates comprehension of target language</b>	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.			
	<b>36 Communication in Second Language</b>	<b>36.1 Uses target language to communicate</b>	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 Mathematics and Reasoning	15 Number Concepts	15.1 <b>Identifies numerals</b> 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 <b>Counts to determine quantity</b> Hears rate 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 <b>Understands operations</b> 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 <b>Identifies shapes</b> 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 <b>Manipulates parts and wholes</b> 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 <b>Flips and rotates objects</b> Plays with objects and toys that are a variety of shapes.	Playfully turns or spins objects.	Playfully 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 <b>Determines object location</b> 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 objects not related to 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 <b>Identifies and creates patterns</b> 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 <b>Matches, sorts and charts</b> 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 <b>Estimates and measures</b> 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 <b>Compares and arranges</b> Picks up and puts down objects. Demonstrates an understanding of more, none and one.	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 or more 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 <b>Solves problems</b> React 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 <b>Identifies community and family roles</b> 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 <b>Explores cultures and traditions</b> 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, family 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 <b>Respects diversity</b> 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 <b>Understands citizenship</b> 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 <b>Understands concepts of trade</b> 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 <b>Identifies types of places</b> 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 <b>Uses maps</b> 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.	Creates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.		
24 History	24.1 <b>Describes past events</b> 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.	Uses a variety of maps to gather information.		

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	Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Science	25 Scientific Reasoning	25.1 <b>Inquires and predicts</b>	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 phenomena. 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 <b>Observes and experiments</b>	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 <b>Evaluates and infers</b>	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 <b>Identifies basic needs</b>	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 <b>Classifies organisms</b>	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.
Physical Science	27 Physical Science	27.1 <b>Identifies properties of matter</b>	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 <b>Explores forces and motions</b>	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 (amps, 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 <b>Identifies weather and climates</b>	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notices changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	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 <b>Explores ecosystems</b>	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 ecosystem are interdependent. Explains how people benefit from and endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to accomplish tasks.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.
	29 Technology	29.1 <b>Explores technology</b>	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.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
Creative Development	30 Music	30.1 <b>Develops rhythm and tone</b>	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 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 <b>Expresses through music</b>	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 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 <b>Develops dance and movement techniques</b>	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 <b>Expresses through dance and movement</b>	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 <b>Develops artistic techniques</b>	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 <b>Expresses through visual arts</b>	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 art 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 <b>Participates in dramatic play</b>	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 <b>Uses and creates props</b>	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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