



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

Arizona Early Learning Standards 3rd Edition (2013)

The Developmental Continuum of the Experience Early Learning Skills

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

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

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

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

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

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Arizona Early Learning Standards (3rd edition) 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.

Work Cited

Aligned with Arizona Early Learning Standards (3rd edition). Retrieved from website: <https://cms.azed.gov/home/GetDocumentFile?id=585c4b55aa4debe14288f2532>

SOCIAL AND EMOTIONAL STANDARD

STRAND 1: SELF	
Concept 1: Self-Awareness - The child demonstrates an awareness of his or her self.	<u>Social and Emotional Development</u> 1 Self Concept
a. Demonstrates self-confidence. Acknowledges her own accomplishments and says, "I can hit the ball." Tells the teacher, "I can do it myself."	<u>Social and Emotional Development</u> 1.3 Self Concept. Identifies and manages feelings.
b. Makes personal preferences known to others. Signs "red," when asked to name a favorite color. Tells her friends, "I don't like that."	<u>Social and Emotional Development</u> 1.1 Self Concept. Expresses preference.
c. Demonstrates knowledge of self-identity. Declares, "I'm the big brother," while looking at a family picture. Holds up three fingers and says "I am this many."	<u>Social and Emotional Development</u> 1.1 Self Concept
d. Shows an awareness of similarities and differences between self and others. Says, "I am bigger than you." Points to his shirt and then to his friend's shirt, indicating that they are wearing the same color of shirt.	<u>Social Studies</u> 21.3.C Families and Communities. Respects diversity. Identifies physical similarities and differences between self and others.
Concept 2: Recognizes and Expresses Feelings - The child recognizes and expresses feelings of self and others.	<u>Social and Emotional Development</u> 1.3 Self Concept. Identifies and manages feelings.
a. Associates emotions with words, facial expressions and body language. Describes the emotions of a character in a book. Signs, "I am mad" when asked how she feels.	<u>Social and Emotional Development</u> 1.3.C Self Concept. Identifies and manages feelings. Experiments and role-plays with a range of emotions.
b. Identifies, describes and expresses their own feelings. Covers their eyes and says, "This is scary!" while listening to a story. Says, "I am happy today because it's my birthday!"	<u>Social and Emotional Development</u> 1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
c. Identifies and describes feelings of others. Approaches an adult and says, "Jamal is sad. He is crying." Says, "My mommy will be so excited to see my picture!"	<u>Social and Emotional Development</u> 1.3.F Self Concept. Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses.
d. Expresses empathy for others. Sees her friend crying, and then gives her a hug. Asks, "Are you OK?" after seeing her friend fall down.	<u>Social and Emotional Development</u> 3.3.G Social Relationships. Cares for and responds to others. Shows empathy.

<p>Concept 3: Self-Regulation - The child manages the expression of feelings, thoughts, impulses and behaviors.</p>	<p>Social and Emotional Development 1.3 Self Concept. Identifies and manages feelings.</p>
<p>a. Understands and follows expectations in the learning environment. Reminds others that running is for outside. Puts his puzzle away when "Clean Up Time" is announced.</p>	<p>Social and Emotional Development 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.</p>
<p>b. Manages transitions, daily routines and unexpected events. Moves to the next activity independently. Stays with the group and follows the teacher during a fire drill.</p>	<p>Social and Emotional Development 2.1.D Self Direction. Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>c. Modifies behavior for various situations and settings. Uses a quiet voice when visiting the library. Withdraws to a safe place to calm down after an altercation with another child.</p>	<p>Social and Emotional Development 1.3.G Self Concept. Identifies and manages feelings. Anticipates an emotional response that may result from a given situation.</p>
<p>d. Chooses appropriate words and actions. Says "Stop, I don't like it when you hit me." When a peer hits her. Waits for her turn during a conversation.</p>	<p>Social and Emotional Development 2.1.E Self Direction. Follows rules and routines. Explores personal limits. Identifies when others are or are not following familiar rules and routines.</p>
<p>STRAND 2: RELATIONSHIPS</p>	
<p>Concept 1: Attachment - The child demonstrates the ability to engage in and maintain healthy relationships</p>	<p>Social and Emotional Development 3.1 Social Relationships. Builds positive relationships.</p>
<p>a. Expresses affection for familiar adults. Greet parent upon arrival with a hug or a high-five. Leans on teacher when reading a book.</p>	<p>Social and Emotional Development 3.1.B Social Relationships. Builds positive relationships. Greets and stays near familiar people.</p>
<p>b. Seeks security and support from familiar adults. Yells out for a teacher when they need help. Seeks out the caregiver when they get hurt.</p>	<p>Social and Emotional Development 3.1. C Social Relationships. Builds positive relationships. Plays side-by-side with a new or familiar person.</p>
<p>c. Demonstrates the ability to engage with new adults or children with the support of familiar adults. Invites a new student to join in the activity. Looks to familiar adult for reassurance when approached by an unfamiliar adult.</p>	<p>Social and Emotional Development 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.</p>
<p>d. Separates from familiar adult with minimal distress. Continues to paint after acknowledging a family member's arrival. Cries briefly or doesn't cry when dropped off at school or child care provider's home.</p>	<p>Social and Emotional Development 3.1.E Social Relationships. Builds positive relationships. Initiates play, conversations and interactions with one or more persons.</p>
<p>Concept 2: Social Interactions - The child displays socially competent behavior</p>	<p>Social and Emotional Development 3.2 Social Relationships. Cooperates.</p>

<p>a. Responds when adults or other children initiate interactions. Chooses from the choice board when asked, "What do you want to do now?" Joins a group when invited to play.</p>	<p><u>Social and Emotional Development</u> 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>b. Initiates and sustains positive interactions with adults and other children. Asks teacher to help finish putting a puzzle together. Suggests, "Let's build a road for our cars." Children work together to build a road.</p>	<p><u>Social and Emotional Development</u> 3.2.E Social Relationships. Cooperates. Seeks out opportunities to help others. Tries to solve own social problems.</p>
<p>c. Demonstrates positive ways to resolve conflict. Asks for a turn when they want a toy another child is playing with. Seeks assistance from a teacher before a disagreement starts to escalate into physical aggression.</p>	<p><u>Social and Emotional Development</u> 3.2.F Social Relationships. Cooperates. Suggests solutions to group problems or challenges.</p>
<p>Concept 3: Respect - The child acknowledges the rights and property of self and others.</p>	<p><u>Social and Emotional Development</u> 1.2 Self Concept. Takes responsibility</p>
<p>a. Respects the rights and property of others. Walks around a block structure built by another child. Sees a doll in another child's backpack and asks to play with it.</p>	<p><u>Social and Emotional Development</u> 1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings.</p>
<p>b. Defends own rights and the rights of others. Tells his friend not to knock down his block structure. Says, "Elizabeth, Joe had the bike first."</p>	<p><u>Social Studies</u> 22.1.G Civics and Economic. Understands citizenship. Identifies individual rights. Determines if rules support the common good.</p>
<p>c. Shows respect for learning materials in the learning environment. Reminds classmates to take care of the books. Picks up crayons from the floor and returns them to the correct container.</p>	<p><u>Social and Emotional Development</u> 1.2.H Self Concept. Takes responsibility. Takes care of self or another while considering the needs of the greater group.</p>

APPROACHES TO LEARNING STANDARD

STRAND 1: INITIATIVE AND CURIOSITY	
Concept 1: Initiative The child demonstrates self-direction while participating in a range of activities and routines.	<u>Social and Emotional Development</u> 1.2 Self Concept. Takes responsibility.
a. Seeks interaction with others. While playing outside, child asks a friend to play with her on the slide. Child joins three other children to play in the sand.	<u>Social and Emotional Development</u> 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.
b. Develops independence during activities, routines and play. Upon entering the learning environment, the child hangs up his coat and backpack. Child gathers needed items to paint at the easel (paint, brush, paper, smock).	<u>Social and Emotional Development</u> 1.2 Self Concept. Takes responsibility. Participates in daily routines or familiar activities.
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities. While playing in the block area with friends, child goes to the library to get a book on buildings. He returns to the block area to show friends a picture of a structure they can build. Child tries different ways to make a design using pattern blocks, combining two shapes to make a new shape.	<u>Social and Emotional Development</u> 2.3.E Self Direction. Transitions and adapts. With support, negotiates ways to handle non-routine transitions.
Concept 2: Curiosity - The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	<u>Social and Emotional Development</u> 1.1 Self Concept. Expresses preferences.
a. Shows interest in learning new things and trying new experiences. Child says, "Ohhhh, what does that do?" when a microscope is brought into the room for the first time. Child gets a magnifying glass to look at a rock.	<u>Social and Emotional Development</u> 2.2.C Self Direction. Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.
b. Expresses interest in people. Child says, "I wonder where Jack and Jill are today?" Child asks, "Do you have any sisters?"	<u>Social and Emotional Development</u> 3.3 Social Relationships. Cares for and responds to others.
c. Asks questions to get information. When going on a walk, the child asks, "Where are we going?" After listening to a story about a dog, child asks, "What kind of dog do you have?"	<u>Language and Literacy</u> 8.1.D Communication. Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.

STRAND 2: ATTENTIVENESS AND PERSISTENCE

Concept 1: Attentiveness - The child demonstrates the ability to focus on an activity with deliberate concentration despite distractions.

Social and Emotional Development
2.2 Self Direction. Maintains attention.

a. Displays ability to hold attention when engaged in an activity.
The child claps every time she hears the /m/ sound in a poem as directed by the teacher.
During a transition, the child waits for the teacher to call his name and shows the color he is wearing before he goes to wash his hands.

Social and Emotional Development
2.2.C Self Direction. Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.

b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.
The child focuses on making a menu for the pizza parlor while others are rolling clay to make pizzas.
The child continues to work on a puzzle even with other children playing musical instruments nearby.

Social and Emotional Development
2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.

c. Increases ability to focus attention, and can return to activities after distractions and interruptions.
The child stops his activity to join in a problem-solving discussion at the teacher's request and then returns to his art activity.
The child returns to a construction project over several days, adding new dimensions each day.

Social and Emotional Development
2.2.F Self Direction. Maintains attention. Sustains focus for at least ten minutes even if there are distractions.

Concept 2: Persistence - The child demonstrates the ability to maintain and sustain a challenging task.

Social and Emotional Development
1.2 Self Concept. Takes responsibility.

a. Pursues challenges.
Child continuously stacks blocks to duplicate a picture until they no longer tumble down.
Child practices swinging across the monkey bars until successful.

Social and Emotional Development
1.2.D Self Concept. Takes responsibility. Initiates and activity and seeks help to complete it.

b. Copes with frustration or disappointment with support. While trying to pour juice into a cup, the child knocks the cup over, resets the cup and tries again. Child wants to use the computer and others are already there. She adds her name to the list so she can use the computer later.

Social and Emotional Development
3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems

c. Establishes goals, generates plans and follows through to completion.
Child works on building a Lego airport throughout the course of the day.
Child works on creating a 3-D art project based on his drawing.

Social and Emotional Development
1.2.D Self Concept. Takes responsibility. Initiates and activity and seeks help to complete it.

STRAND 3: CONFIDENCE	
Concept 1: Confidence - The child demonstrates self-assurance in a variety of circumstances.	<u>Social and Emotional Development</u> 1.1 Self Concept. Expresses preference.
a. Expresses opinions or ideas. Child indicates red is her favorite color and then chooses it even though her peers chose other colors. While building a castle, the child says to his friend, "I know how to get the top to stay on."	<u>Social and Emotional Development</u> 1.1.C Self Concept. Expresses preference. Expresses likes and dislikes. <u>Language and Literacy</u> 8.1.C Communication. Communicates ideas. Communicates needs, desires, and ideas using simple sentences.
b. Views self as competent and skilled. The child says, "I can pour the juice myself." Child tells his friend, "I don't want you to help. I can do it!"	<u>Social and Emotional Development</u> 1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help.
c. Is willing to take risks and consider a variety of alternatives. When offered "broccoli and ranch dressing," the child says, "I want to try it." The child chooses the high heel shoes and walks around the classroom despite his friends saying, "Boys don't wear those shoes."	<u>Social and Emotional Development</u> 1.2.D Self Concept. Takes responsibility. Initiates and activity and seeks help to complete it.
STRAND 4: CREATIVITY	
Concept 1: Creativity - The child demonstrates the ability to express their own unique way of seeing the world.	<u>Science</u> 25 Scientific Reasoning
a. Uses imagination to generate new ideas. Child creates a story about a picture she has drawn. During transition, child suggests, "How about we walk like turtles to the playground!"	<u>Science</u> 25.1.F Scientific Reasoning. Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.
b. Appreciates humor. Child reacts with a laugh or smile when something silly occurs in the story. Child says, "That is a funny story." Child shows enjoyment while stringing nonsense words together, such as; "link, pink, stink, frink, gink..."	<u>Language and Literacy</u> 7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.
c. Engages in inventive social play. While playing house with a friend, child says, "Let's take the babies to the park." During center time a child says to her friend, "Let's use these boxes to build a rocket and go to the moon!"	<u>Creative Development</u> 33.1.E Drama. Assigns roles and plays out unscripted scenes in dramatic play.
STRAND 5: REASONING AND PROBLEM-SOLVING	

<p>Concept 1: Reasoning - The child demonstrates the ability to analyze information and situations in order to form judgments.</p>	<p>Mathematics and Reasoning 20.1 Logic. Solves Problems.</p>
<p>a. Gathers information and reaches a conclusion. Child notices his friend is not present and states, "Billy isn't here. He must be sick." During an experiment with ice, child states, "It melted! It must be because it's not as cold in here as it is in the freezer."</p>	<p>Science 25.1.D Scientific Reasoning. Inquires and predicts. When given a question, guesses a possible answer or outcome.</p>
<p>b. Recognizes relationships between cause and effect. While playing on the computer, the child intentionally clicks on the mouse to change the screen. Child increases the slant of the ramp in order to make the marble go faster.</p>	<p>Science 25.2.A Scientific Reasoning. Observes and experiments. Explores cause and effect.</p>
<p>c. Uses prior knowledge to build new knowledge and skills. Child mixed yellow and red to make orange on Monday. On Tuesday he states, "I'm going to mix purple and orange to make a new color!" After going to the zoo, the child builds a structure in blocks to house the animals.</p>	<p>Science 25.1.F Scientific Reasoning. Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p>
<p>Concept 2: Problem-solving - The child demonstrates the ability to seek solutions to problems.</p>	<p>Mathematics and Reasoning 20.1 Logic. Solves Problems.</p>
<p>a. Recognizes problems. When setting the table, child realizes there are not enough cups and says, "We have a problem. There are not enough cups." Two children want to play with the red truck. One says, "We both can't play with it."</p>	<p>Mathematics and Reasoning 20.1.C Logic. Solves Problems. Recognizes a problem and asks for help.</p>
<p>b. Seeks adult assistance when support is required. When putting on her jacket, the child asks, "Will you zip my jacket, please?" Child attempts to open paint container. When he is unable to do so, he asks for help.</p>	<p>Mathematics and Reasoning 20.1.C Logic. Solves Problems. Recognizes a problem and asks for help.</p>
<p>c. Tries to solve problems. When child discovers paint on her pants, she gets a wet paper towel and wipes the paint off. Child asks another child to hold the door open while he parks his bike in the shed.</p>	<p>Mathematics and Reasoning 20.1.D Logic. Solves Problems. Tries out many possible solutions to a problem.</p>
<p>d. Works to solve a problem independently. When ropes on the swing become tangled, child works to untangle them. Child gets a step stool to help him reach the paper towels.</p>	<p>Mathematics and Reasoning 20.1.E Logic. Solves Problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>

LANGUAGE AND LITERACY STANDARD

STRAND 1: LANGUAGE	
Concept 1: Receptive Language Understanding The child demonstrates understanding of directions, stories, and conversations.	Language and Literacy 7 Listening Comprehension
a. Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories. Follows gestures and actions. Points to blocks when asked, "It's time to work. Where would you like to play?" Teacher expands on child's response by saying, "Oh, you want to play in the block area."	Language and Literacy 7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.
b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories. Claps when prompted with, "If you're happy and you know it, clap your hands." Participates in story Going on a Bear Hunt.	Language and Literacy 7.1.D Listening Comprehension. Comprehends spoken language. Listens to a story or request and then responds appropriately.
c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action. Responds to directions, "Put the block on the table, put your paper in the cubby, and line up to go outside." Places toy truck on shelf when adult says, "Please put the truck on the shelf."	Language and Literacy 7.2.D Listening Comprehension. Follows verbal directions. Follows unrelated two-step directions given verbally.
Concept 2: Expressive Language and Communication Skills - The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.	Language and Literacy 8.1 Communication. Communicates ideas.
a. Communicates needs, wants, ideas, and feelings through three to five word sentences. Intentionally engages in conversations with peers and adults at snack time replying to the question, "What did you have for breakfast?" "My mom made pancakes." When someone is talking about a trip to a park, another child signs, "I went to the park too. We had a picnic."	Language and Literacy 8.1.C Communication. Communicates ideas. Communicates needs, desires and ideas using simple sentences.
b. Speaks clearly and understandably to express ideas, feelings and needs. Combines words into simple sentences – "Is it time to go home?" Or "More milk please." Says, "I want to go build in the block area."	Language and Literacy 8.1.D Communication. Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.

<p>c. Makes relevant responses to questions and comments from others. Exclaims, "I did it!" after teachers asks, "Did you get your jacket on?" Says, "I have a cat, too," after teacher shows a picture of a cat.</p>	<p><u>Language and Literacy</u> 8.1.E Communication. Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p>
<p>d. Initiates, sustains, and expands conversations with peers and adults. Approaches peers and asks, "What are you making?" Says "I went to the zoo." Teacher expands by asking, "What was your favorite animal?" Child replies, "The lion." Teacher responds, "The lion is your favorite. Why?" Child answers, "I like the way he roars."</p>	<p><u>Language and Literacy</u> 8.1.E Communication. Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p>
<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs. With reminder, child uses inside voice when going into the classroom. Child emphatically tells a classmate, "Stop, I don't like that!" or Whispers in a classmate's ear during circle time.</p>	<p><u>Language and Literacy</u> 8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
<p>f. Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers. Uses turn-taking during conversations with peers and adults. Looks at a friend as she is speaking.</p>	<p><u>Language and Literacy</u> 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.</p>
<p>g. Recognizes when the listener does not understand and uses techniques to clarify the message. Uses a different word to clarify the intended message when child realizes he has been misunderstood. Points to a picture to clarify his intent.</p>	<p><u>Language and Literacy</u> 8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
<p>h. With modeling and support, uses increasingly complex phrases and sentences. Says, "Let's put the cars up higher on the ramp so they will go really fast." Says, "I want to go home because my grandma is there."</p>	<p><u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>Concept 3: Vocabulary - The child understands and uses increasingly complex vocabulary.</p>	<p><u>Language and Literacy</u> 9.1 Vocabulary. Builds vocabulary.</p>
<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs. Says, "Let me listen to your heart with a stethoscope." while in dramatic play. Exclaims, "I'm so mad, I'm going to explode like a volcano!"</p>	<p><u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>b. With modeling and support, determines the meanings of unknown words and</p>	<p><u>Language and Literacy</u></p>

<p>concepts using the context of conversations, pictures that accompany text or concrete object. Says, "A skyscraper is a tall building." after the teacher shows them a book about buildings. Says, "I will get the colander to rinse the grapes." after using the colander during a group cooking activity with the teacher.</p>	<p>9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p>
<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc. Says, "I want a carrot and broccoli." when asked what vegetables she wants. Gathers and names a fire truck, car, and dump truck when asked to put vehicles in the block area.</p>	<p><u>Mathematics and Reasoning</u> 18.2.F Patterns and Sorting. Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind. Responds to the teacher's requests to put his car on the shelf, blocks in the container, or stand beside a peer. Says, "I am standing between Billy and Rita."</p>	<p><u>Mathematics and Reasoning</u> 17.2.C Spatial Awareness. Determines object location. When prompted, finds or places objects next to, between, in front of or behind self.</p>
<p>STRAND 2: EMERGENT LITERACY</p>	
<p>Concept 1: Concepts of Print - The child knows that print carries messages.</p>	
<p>a. Identifies signs, symbols and labels in the environment. Points to a McDonalds sign and says, "That says McDonalds." Sees recycling symbol and says, "This is the recycling bin."</p>	<p><u>Language and Literacy</u> 12.1.B Letter/Word Recognition. Identifies letters and words. Identifies a familiar object or person when shown a drawing or photo.</p>
<p>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read. Finds name on her placemat at lunch. Pretends to read a letter while playing Post Office.</p>	<p><u>Language and Literacy</u> 11.1.D Concepts of Print. Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>d. Recognizes that letters are grouped to form words. Asks teacher to write name on her paper. Groups letters together and asks, "What does this say?"</p>	<p><u>Language and Literacy</u> 12.1.C Letter/Word Recognition. Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>e. Recognizes own written name and the written names of friends and family. Reads job chart naming his classmates. Picks up a name card and says, "This says Jose."</p>	<p><u>Language and Literacy</u> 12.1.D Letter/Word Recognition. Identifies letters and words. Recognizes some common words in print; such as their his/her name, mom, dad or stop.</p>
<p>e. Seeks information in printed materials. Says, "We caught a cricket in our bug jar. Let's find a book about crickets." Looks at grocery advertisements while creating a shopping list.</p>	<p><u>Social and Emotional Development</u> 1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help.</p>

<p>Concept 2: Book Handling Skills - The child demonstrates how to handle books appropriately and with care.</p>	<p><u>Language and Literacy</u> 11 Concepts of Print</p>
<p>a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality. Turns the pages one page at a time in order to continue reading. Turns the book right side up before beginning to look at it, when handed a book upside down.</p>	<p><u>Language and Literacy</u> 11.1.B Concepts of Print. Demonstrates print knowledge. Recognizes if pictures are right-side up. Turns pages from front to back of book.</p>
<p>b. Identifies where in the book to begin reading. Finds the front of the book, the first page of the text, and the first word on the page. Points to the first page and says, "Start here."</p>	<p><u>Language and Literacy</u> 11.1.E Concepts of Print. Demonstrates print knowledge. 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.</p>
<p>c. Understands a book has a title, author and/or illustrator. Makes a book and says, "My book is called My Mom and I'm the author." Identifies that the illustrator draws the pictures in a book.</p>	<p><u>Language and Literacy</u> 11.1.F Concepts of Print. Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.</p>
<p>Concept 3: Phonological Awareness - The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).</p>	<p><u>Language and Literacy</u> 10 Phonological Awareness</p>
<p>a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes). Plays sound bingo and can differentiate between sounds – "That's a telephone. That's a car horn." Says, "Hey the beginning of my name sounds like that /t/."</p>	<p><u>Language and Literacy</u> 10.1.C Phonological Awareness. Hears small units of sound. Shows awareness of separate words in spoken language.</p>
<p>b. With modeling and support, identifies rhyming words. Shows thumbs up when two words rhyme in a poem, cat/hat. Points to pictures of words that rhyme.</p>	<p><u>Language and Literacy</u> 10.1.B Phonological Awareness. Hears small units of sound. Imitates sounds and tones.</p>
<p>c. With modeling and support, produces rhyming words. Child whose name is Joy, while playing, spontaneously says, "Joy, noy, boy, loy, toy." Finishes the rhyme "The fat cat sat on the ____."</p>	<p><u>Language and Literacy</u> 10.1.E Phonological Awareness. Hears small units of sound. Identifies the beginning and ending sounds of words.</p>
<p>d. With modeling and support, recognizes spoken words that begin with the same sound. Child named Maria says, "My name starts like Monique's name." Selects man and mop as beginning with the same sound when presented with pictures of man, hat and mop.</p>	<p><u>Language and Literacy</u> 10.1.D Phonological Awareness. Hears small units of sound. Identifies words that have a similar beginning sound.</p>
<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p><u>Language and Literacy</u> 10.1.C Phonological Awareness. Hears small units of sound. Shows awareness of</p>

<p>Claps each word spoken in a sentence "I like blocks." Jumps when hearing a specified word in a story/poem.</p>	<p>separate words in spoken language.</p>
<p>f. With modeling and support, identifies and discriminates syllables in words. Claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap) Takes a step for each syllable heard in a word. (ad-ven-ture = step, step, step)</p>	<p><u>Language and Literacy</u> 10.1.F Phonological Awareness. Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>
<p>g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support. Selects the correct picture of the cat when the adult says the name by segmenting it into its onset and rime components, /c/ + /at/. Guesses, "Dog," when teacher says the onset and rime /d/ /og/.</p>	<p><u>Language and Literacy</u> 10.2.F Phonological Awareness. Identifies rhyme and alliteration. Explains which sound of given word is the rime and which sound is the onset.</p>
<p>h. With modeling and support, repeats words and identifies the common final sound. Identifies the common ending sound when shown pictures of mat, kite, and boat. The teacher and child repeat the word bat three times. The child then says, "Bat has a /t/ sound at the end."</p>	<p><u>Language and Literacy</u> 10.1.G Phonological Awareness. Hears small units of sound. Identifies and isolates individual sounds heard in one-syllable words.</p>
<p>Concept 4: Alphabet Knowledge - The child demonstrates knowledge of the alphabet.</p>	<p><u>Language and Literacy</u> 12 Letter/Word Recognition</p>
<p>a. Discriminates letters from other shapes and symbols. Points to the letter [a] and says, "This is the letter a." when given a choice between letters and numbers. Points to the numeral two and says, "This is not a letter."</p>	<p><u>Language and Literacy</u> 12.1.C Letter/Word Recognition. Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>b. Matches and recognizes similarities and differences in letters, with modeling and support. Points to the upper case 'E' and the upper case 'F' and says, "This one [F] lost a line." Points to the letters s, g, o, and c and says, "These letters have curves." Says, "My name starts with a big A." The teacher says, "Yes, your name starts with an upper case A."</p>	<p><u>Language and Literacy</u> 12.1.C Letter/Word Recognition. Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p>
<p>c. Recognizes as many as 10 letters, especially those in own name, family and friends. Correctly names some letters while playing with alphabet stamps, magnets, cards, or puzzles. Says, "My name starts with an [I]."</p>	<p><u>Language and Literacy</u> 12.1.E Letter/Word Recognition. Identifies letters and words. 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.</p>
<p>d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and</p>	<p><u>Language and Literacy</u> 10.1.D Phonological Awareness. Hears small units of sound. Identifies words that</p>

<p>support. While writing the child's name, Taylor makes the "t" sound and then prints the letter. Says, "/s/, /s/, /s/, snake." when looking at a letter [S].</p>	<p>have a similar beginning sound.</p>
<p>Concept 5: Comprehension - The child shows an interest in books and comprehends books read aloud with increasing text complexity.</p>	<p>Language and Literacy 13 Reading Comprehension</p>
<p>a. Takes an active role in reading activities. Picks up a book and pretends to read. Chooses a book and asks someone to read it.</p>	<p>Social and Emotional Development 1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help.</p>
<p>b. With prompting and support, identifies characters and major events in a story. Provides details about the characters and actions after listening to a story. Tells adult the wolf blew the house down.</p>	<p>Language and Literacy 13.2.E Reading Comprehension. Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>
<p>c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud. Asks, "Where do whales live?" after hearing a story about whales. Declares, "I think David should make a better choice." when teacher asks, "What would you tell David?"</p>	<p>Language and Literacy 13.2.F Reading Comprehension. Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p>d. With prompting and support, draws connections between story events and personal experiences. Exclaims, "I have a cat!" after hearing a story about pets. Says, "We went sledding in Flagstaff." after reading The Snowy Day</p>	<p>Language and Literacy 13.1.H Reading Comprehension. Responds to text. Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.</p>
<p>e. With prompting and support, identifies events and details in the story and makes predictions. Predicts what happens next in a story. Says, "I think the story will be about frogs." after completing a picture walk of a book.</p>	<p>Language and Literacy 13.1.D Reading Comprehension. Responds to text. Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.</p>
<p>f. With prompting and support, gives an opinion for liking or disliking a book or story. Says, "I like that book because David is funny." Says, "I don't like that book because it is scary."</p>	<p>Language and Literacy 13.1.D Reading Comprehension. Responds to text. Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.</p>
<p>g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction. Says "Dogs don't talk." after listening to a story about a talking dog. Gets a Ranger Rick magazine to find information about bears.</p>	<p>Language and Literacy 13.2.G Reading Comprehension. Retells, asks and answers questions. 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.</p>
<p>h. With modeling and support, identifies the topic of informational text that has</p>	<p>Language and Literacy</p>

<p>been read aloud. Says "I am going to build a house just like we read about in the book." Says, "This book tells us how to bake a cake."</p>	<p>13.2.H Reading Comprehension. Retells, asks and answers questions. 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.</p>
<p>i. With modeling and support, retells or reenacts a story in sequence with pictures or props. Acts out a familiar story using dramatic play materials. Uses felt board to retell story of The Hungry Caterpillar.</p>	<p><u>Language and Literacy</u> 13.2.E Reading Comprehension. Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.</p>
<p>j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts. Repeats phrase in book using appropriate intonation and phrasing "Who's been sitting in my chair?" said Papa Bear. Says, "Brown Bear, Brown Bear what do you see?" with teacher.</p>	<p><u>Language and Literacy</u> 13 Reading Comprehension.</p>
<p>STRAND 3: EMERGENT WRITING</p>	
<p>Concept 1: Early Writing, Writing Processes, and Writing Applications - The child uses writing materials to communicate ideas.</p>	
<p><u>Early Writing</u> a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols. Draws or writes using pencils, letter stamps, markers, crayons, paint, and/or shaving cream on paper, cardboard, chalkboard, and/or dry erase board. Draws on the sidewalk with chalk.</p>	<p><u>Language and Literacy</u> 14.1.B Emergent Writing. Writes name, words and sentences. Makes continuous marks with writing tools.</p>
<p><u>Writing Processes</u> b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest. Draws random lines/scribbles on a page. Dictates to an adult a story about her picture.</p>	<p><u>Language and Literacy</u> 14.1.D Emergent Writing. Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p>
<p><u>Writing Applications</u> c. Dictates to and shares thoughts, ideas, and stories with adults. Asks adult to write, "This is my dog, we went for a walk" on a drawing. Asks adult to help him write a sign that says, "Billy made this building. Do not knock it down."</p>	<p><u>Language and Literacy</u> 8.1 Communication. Communicates ideas.</p>
<p>d. Writes own name using letter-like forms or conventional print. Writes own name on drawing. Writes own name from left to right on the sidewalk when playing with chalk on sidewalk.</p>	<p><u>Language and Literacy</u> 14.1.E Emergent Writing. Writes name, words and sentences. Prints first name. Copies print. Uses inventive spelling.</p>

<p>e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes. While playing restaurant, asks, "What would you like to eat?" and scribbles the order on a pad. Writes KP OT and says, "This says, 'Keep out.'"</p>	<p><u>Language and Literacy</u> 14.1.C Emergent Writing. Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols.</p>
<p>f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil). Writes letters from name on the sidewalk with chalk. Writes letter-like forms on a page and says, "This is a note for my mommy."</p>	<p><u>Physical Development</u> 4.2 Gross Motor. Coordinates large movements. 5.1 Fine Motor. Controls small movements.</p>
<p>g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks. Plays at writing a message by placing spaces between the "words" on the page. Writes a series of letters and asks, "What word does this make?"</p>	<p><u>Language and Literacy</u> 14.1.E Emergent Writing. Writes name, words and sentences. Prints first name. Copies print. Uses inventive spelling.</p>

MATHEMATICS STANDARD

STRAND 1: COUNTING AND CARDINALITY	
Concept 1: Counts Out Loud - The child counts out loud and uses number words in daily conversations.	Mathematics and Reasoning 15.2 Number Concepts. Counts to determine quantity.
a. Shows interest in and awareness of counting. Participates in counting activities. Recites numbers one to 10 with increasing accuracy.	Mathematics and Reasoning 15.2.B Number Concepts. Counts to determine quantity. Verbally counts (not always in correct order).
b. Counts out loud to 10. Sings counting songs. Counts to 10 while playing hide and seek.	Mathematics and Reasoning 15.2.D Number Concepts. Counts to determine quantity. Counts up to ten objects.
Concept 2: Knows Number Names and Symbols - The child identifies numerals and uses number words in daily activities.	Mathematics and Reasoning 15.1 Number Concepts. Identifies numerals.
a. Uses numerals and number symbols in the context of daily routines, activities, and play. Draws a squiggly line and says, "Here is my phone number." Looks at the grocery advertisement and says, "Oranges are on sale for three dollars."	Mathematics and Reasoning 15.1.B Number Concepts. Identifies numerals. Recognizes the numeral one and sees other numerals around the room.
b. Uses and creates symbols to represent numbers. Holds up four fingers when asked, "How old are you?" Writes numerals and numeral-like symbols in the sand. Writes out a bill while playing restaurant and says, "You owe 10 dollars."	Mathematics and Reasoning 15.1.D Number Concepts. Identifies numerals. Identifies numerals to five.
c. Identifies numerals one to 10. Names some numerals while child is reading a book. Recognizes numerals in the environment; e.g., signs, grocery store, room numbers. Points to numerals on his shirt and says, "I have a two and a five on my shirt." (The numerals may or may not be a two and a five.)	Mathematics and Reasoning 15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten.
Concept 3: Counts to Tell Number of Objects - The child uses number words and counting to identify quantity.	Mathematics and Reasoning 15.2 Number Concepts. Counts to determine quantity.
a. Counts groups of objects using one-to-one correspondence (one object for each number word). Touches and counts the number of cars on the rug, "one, two, three, four, five." Counts out four straws for the four children at the table.	Mathematics and Reasoning 15.2.C Number Concepts. Counts to determine quantity. Points to one object at a time while counting (not always in correct order).

<p>b. Counts a collection of up to 10 items using the last counting word to tell, “How many?” Counts out six eggs. When adult asks, “How many?” the child responds, “six.” Counts and responds, “seven” when the teacher asks, “How many girls are here today?”</p>	<p>Mathematics and Reasoning 15.2.E Number Concepts. Counts to determine quantity. Counts up to twenty objects.</p>
<p>c. Matches numerals to quantities they represent using physical models and representations. Spins a spinner, lands on five and moves five steps. Matches three objects to the numeral three.</p>	<p>Mathematics and Reasoning 15.2 Number Concepts. Counts to determine quantity.</p>
<p>d. Identifies quantity of three-five objects without counting (subitize). Looks briefly at a picture and says, “There are three ducks.” Looks at a pile of blocks and says, “There are four blocks.”</p>	<p>Mathematics and Reasoning 15.3.B Number Concepts. Understands operations. Demonstrates an understanding of one, two and more.</p>
<p>Concept 4: Compares Numbers and Quantities - The child applies a range of strategies such as counting or matching to compare sets of objects.</p>	<p>Mathematics and Reasoning 15 Number Concepts.</p>
<p>a. Compares two sets of objects using terms such as more, fewer, or the same. Looks at friend’s blocks and says, “I have more blocks than you.” Matches one car for each toy person to see if there are fewer cars or people.</p>	<p>Mathematics and Reasoning 15.3 Number Concepts. Understands operations</p>
<p>STRAND 2: OPERATIONS AND ALGEBRAIC THINKING</p>	
<p>Concept 1: Explores Addition and Subtraction - The child combines and separates groups of objects and names how many.</p>	<p>Mathematics and Reasoning 15.3 Number Concepts. Understands operations.</p>
<p>a. Demonstrates an understanding that adding increases the number of objects in a group. Adds one block to her pile of blocks and says, “Now I have more.” Has one slice of apple on her plate and adds another slice and says, “Now I have two.” Participates in stories and rhymes involving addition; e.g., <i>One Elephant Went Out to Play</i>.</p>	<p>Mathematics and Reasoning 15.3.C Number Concepts. Understands operations. Creates groups of objects. Adds and removes to group as prompted.</p>
<p>b. Describes changes in two or more sets of objects when they are combined. Recognizes that three cars and two trucks is a total of five vehicles. Puts the red, yellow, and blue crayons together and tells how many crayons.</p>	<p>Mathematics and Reasoning 15.3.E Number Concepts. Understands operations. Solves addition and subtraction problems within ten.</p>
<p>c. Demonstrates an understanding that taking away decreases the number of objects in a group. Participates in stories and rhymes involving subtraction; e.g., <i>Five Little Monkeys</i>. Gives some marbles to a friend and then says, “Now I have less.”</p>	<p>Mathematics and Reasoning 15.3.E Number Concepts. Understands operations. Solves addition and subtraction problems within ten.</p>
<p>d. Describes changes in a set of objects when they are separated into parts. Plays with a plastic ball and bowling pins and tells how many fell down and how many</p>	<p>Mathematics and Reasoning 15.3.F Number Concepts. Understands operations. Decomposes numbers less</p>

<p>are left standing. Gives two grapes to a friend and says, "Now I have two grapes and you have two grapes."</p>	<p>than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).</p>
<p>Concept 2: Patterning - The child recognizes, copies, extends, describes and creates patterns.</p>	<p>Mathematics and Reasoning 18.1 Patterns and Sorting. Identifies and creates patterns.</p>
<p>a. Recognizes patterns in the real world. Follows and remembers movements in familiar songs and rhymes. Notices patterns on clothing. Anticipates what comes next in the daily routine.</p>	<p>Mathematics and Reasoning 18.1 Patterns and Sorting. Identifies and creates patterns.</p>
<p>b. Copies simple patterns. Matches a pattern on a picture to make a necklace from shaped beads. Imitates a pattern in a rhythmic activity such as stomp, clap, stomp, clap.</p>	<p>Mathematics and Reasoning 18.1.C Patterns and Sorting. Identifies and creates patterns. Copies patterns with two steps, such as red- blue, red-blue.</p>
<p>c. Extends simple patterns. Places the next two dominoes, one up and one down when shown a series of dominoes with one up, one down, one up, one down. Extends a rhythmic pattern: clap, pat, clap, pat.</p>	<p>Mathematics and Reasoning 18.1.D Patterns and Sorting. Identifies and creates patterns. Creates and extends two-step patterns.</p>
<p>d. Creates simple patterns. Builds a road alternating long and short unit blocks. Creates a simple pattern using shells.</p>	<p>Mathematics and Reasoning 18.1.D Patterns and Sorting. Identifies and creates patterns. Creates and extends two-step patterns.</p>
<p>e. Describes similarities and differences in patterns. Says, "We always wash our hands after we come in from outside, but today we got a drink first." Says, "My shirt has two red stripes and one blue stripe, your shirt has one green stripe and one red stripe."</p>	<p>Mathematics and Reasoning 18.1.F Patterns and Sorting. Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.</p>
<p>STRAND 3: MEASUREMENT AND DATA</p>	
<p>Concept 1: Sorts and Classifies - The child sorts and groups objects by a variety of characteristics/attributes.</p>	<p>Mathematics and Reasoning 19.2 Measurement. Compares and seriates.</p>
<p>a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use). Picks all the books about bugs out of the library. Puts objects together that have the same use; e.g., puts all the vehicles in a pile and all of the blocks in another pile. Sorts rough and smooth objects into two separate piles.</p>	<p>Mathematics and Reasoning 18.2.D Patterns and Sorting. Matches, sorts and charts. After sorting objects by one feature, sorts again by a different feature.</p>
<p>b. Explains how items were sorted into groups. Says, "I put all of these together [helicopter, bee, plane, birds] because they all fly."</p>	<p>Mathematics and Reasoning 18.2.E Patterns and Sorting. Matches, sorts and charts. Sorts objects by more than</p>

Sorts buttons and says, "All these have two holes. These have four holes."	one feature and explains why.
Concept 2: Data Analysis - The child collects, organizes, displays, and describes relevant data.	Science 25 Scientific Reasoning
a. Asks questions to gather information. Asks, "What is your favorite color?" Child uses a photo of herself to indicate a favorite color on a class graph. Surveys the classroom asking, "Do you like chocolate milk or white milk?"	Science 25.1.C Scientific Reasoning. Inquires and predicts. Identifies personal interests and seeks more information.
b. Displays data to answer simple questions about themselves or the environment. Makes tally marks representing the number of brothers and sisters they have. Moves to an area of the room to indicate their vote for the next game to play.	Science 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.
c. Uses descriptive language to compare data in picture graphs or other concrete representations. Looks at picture graph of selected fruit and says, "A lot of kids like bananas." Identifies which category has more, fewer, or the same number of objects.	Science 25.1.F Scientific Reasoning. Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.
d. Uses charts and graphs to analyze information or answer questions. Counts number of children who have a pet and do not have a pet to answer the question, "Are there more children in our class who have a pet or who do not have a pet?" Looks at attendance chart to determine if more boys or girls are present.	Science 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.
Concept 3: Measures - The child uses measurement to describe and compare objects in the environment.	Mathematics and Reasoning 19 Measurement
a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower. Says, "My car is going faster than yours." Exclaims, "I can't pull the wagon. You're too heavy. Get out!" Says, "I need a bigger box for these blocks."	Mathematics and Reasoning 19.1.C Measurement. Estimates and measures. Determines which object is bigger (heavier, longer) when given two objects.
b. Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes. Measures how many small containers it takes to fill one large container at the water table. Uses outstretched arms to measure a doorway. Cuts a piece of yarn they think will be long enough to go around a pumpkin.	Mathematics and Reasoning 19.1.D Measurement. Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.
c. Uses various standard measuring tools for simple measuring tasks. Takes measuring tape and pretends to measure objects in a room.	Mathematics and Reasoning 19.1.G Measurement. Estimates and measures. Explains which measurement tool

<p>Helps measure cups of flour for bread. Helps measure a doorway with a yardstick to see if a wheelchair will fit.</p>	<p>makes best sense for the object being measured. Tells time in hours and half-hours.</p>
<p>d. Orders objects by measurable attributes. Places purple color samples (as from a paint store) in order from lightest to darkest. Places blocks in order by height.</p>	<p><u>Mathematics and Reasoning</u> 19.2.D Measurement. Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.</p>
<p>e. Uses appropriate vocabulary to describe time and sequence related to daily routines. Says, "After snack, we go outside." Responds appropriately when asked, "What did you do this morning?" Relates a sequence of events from a trip to the store.</p>	<p><u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>STRAND 4: GEOMETRY</p>	
<p>Concept 1: Spatial Reasoning - The child uses and demonstrates an understanding of positional terms.</p>	<p><u>Mathematics and Reasoning</u> 17 Spatial Awareness</p>
<p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind). Moves next to Javier when asked to stand next to a friend. Says to his friend, "Please put your milk on the table."</p>	<p><u>Mathematics and Reasoning</u> 17.2.B Spatial Awareness. Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>b. Describes the position or location of objects in relation to self or to other objects. Plays with a car on a road constructed out of blocks and says, "The car is on the road." Notices a puppy between two children in a magazine picture and says, "The puppy is in the middle."</p>	<p><u>Mathematics and Reasoning</u> 17.2.E Spatial Awareness. Determines object location. Explains the location of an object in relation to another object or person.</p>
<p>Concept 2: Shapes - The child recognizes names and describes common shapes and their properties.</p>	<p><u>Mathematics and Reasoning</u> 16 Shapes</p>
<p>a. Recognizes basic two-dimensional shapes. Points to a door when requested to point to something that is a rectangle. Exclaims, "My buttons are circles!"</p>	<p><u>Mathematics and Reasoning</u> 16.1.C Shapes. Identifies shapes. Identifies a few basic shapes.</p>
<p>b. Uses the names of geometric shapes when describing objects found in the environment. Says, "I have a pink oval," when playing Shape Bingo. Asks, "May I have another square block?" Declares, "Look, the stop sign is an octagon."</p>	<p><u>Mathematics and Reasoning</u> 16.1.D Shapes. Identifies shapes. Identifies four to six basic geometric shapes.</p>
<p>c. Creates two- and three-dimensional shapes during play. Uses arms to form a circle to represent the sun.</p>	<p><u>Language and Literacy</u> 14.2.D Emergent Writing. Expresses through writing. Draws lines, circles or</p>

Uses finger to draw basic shapes in shaving cream or sand.

shapes and explains who or what they represent.

d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

Describes shapes in a feely box.

Notices and signs, "I see rectangles on the side of my milk carton."

Says, "The ball doesn't have any corners."

Mathematics and Reasoning

16.1.F Shapes. Identifies shapes. Describes objects in the environment as two- and three-dimensional shapes.

SCIENCE STANDARD

STRAND 1: INQUIRY AND APPLICATION	
Concept 1: Exploration, Observations, and Hypotheses - The child asks questions and makes predictions while exploring and observing in the environment.	Science 25 Scientific Reasoning
a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses. Observes a butterfly on a flower with a magnifying glass. Feels and smells the orange blossoms on the tree in his caregiver's back yard.	Science 25.1.C Scientific Reasoning. Inquires and predicts. Identifies personal interests and seeks more information.
b. Identifies attributes of objects, living things, and natural events in the environment. Notices bean seeds planted in clear bags have sprouted into plants with roots and a stem. Moves in the sunlight and realizes that her own shadow moves when she moves.	Science 25.2.B Scientific Reasoning. Observes and experiments. Uses senses to explore environment.
c. Describes changes in objects, living things, and the natural events in the environment. Describes how he is getting bigger. Says, "When I came to school it was cloudy and now it is sunny."	Science 25.3.C Scientific Reasoning. Evaluates and infers. Shares discoveries with others.
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events. Places a picture of a baby chick with a hen. Says, "Your rock is smooth and mine is rough."	Science 25.3.D Scientific Reasoning. Evaluates and infers. Uses past knowledge to explain observed changes.
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment. Answers, "It will melt," in response to the question, "What do you think will happen if we put the ice in the sun?" Asks, "What is the nest made of? How did a bird do this without hands?"	Science 25.1.C Scientific Reasoning. Inquires and predicts. Identifies personal interests and seeks more information.
Concept 2: Investigation - The child tests predictions through exploration and experimentation.	Science 25.2.B Scientific Reasoning. Observes and experiments.
a. Uses a variety of tools and materials to investigate. Uses various tools to examine insects; e.g., magnifying glass, tongs, or tweezers. Selects a scale to figure out how many small blocks will weigh as much as a big block.	Science 25.2.C Scientific Reasoning. Observes and experiments. Investigates an object or group of objects in multiple ways.
b. Makes predictions and checks them through hands-on investigation with adult	Science

<p>support. Predicts that the rock will sink when placed in water. Says, "If I step on the balloon, it will pop."</p>	<p>25.3.F Scientific Reasoning. Evaluates and infers. Uses information and observations to verify a prediction.</p>
<p>c. Adjusts the experiment if results are different than expected and continues testing. Continues to mix different colors of paint to try to make purple. Looks for another metal object when the magnet will not stick to the coins.</p>	<p><u>Science</u> 25.2.A Scientific Reasoning. Observes and experiments. Explores cause and effect.</p>
<p>d. Persists with an investigation. Child returns day after day to see if the chicken eggs have hatched. Child plants seeds and continues to care for them and observes changes.</p>	<p><u>Social and Emotional Development</u> 2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful.</p>
<p>Concept 3: Analysis and Conclusion - The child forms conclusions about observations and experimentations.</p>	<p><u>Science</u> 25.3 Scientific Reasoning. Evaluates and infers.</p>
<p>a. Uses a variety of materials to record and organize data. Uses journals, drawings or graphs to record information about the plant growth. Creates a collection of items relevant to an experiment.</p>	<p><u>Science</u> 25.2.H Scientific Reasoning. Observes and experiments. Conducts an experiment multiple times. Records observations and makes personal notes.</p>
<p>b. Identifies cause and effect relationships. Says, "It fell because I let go of the string" while using a pulley to hoist a bucket. Explains, "When it rains the playground gets muddy."</p>	<p><u>Science</u> 25.3.E Scientific Reasoning. Evaluates and infers. Describes and compares observations of scientific phenomenon.</p>
<p>c. Constructs explanation about investigations. Concludes that round objects roll down the ramp and flat objects slide down the ramp after placing different objects on a ramp. Says, "Your plant died because you didn't water it."</p>	<p><u>Science</u> 25.3.H Scientific Reasoning. Evaluates and infers. Evaluates gathered information to explain a scientific phenomenon.</p>
<p>Concept 4: Communication - The child discusses and reflects upon the scientific investigation and its findings.</p>	<p><u>Language and Literacy</u> 8.1 Communication. Communicates ideas</p>
<p>a. Displays and interprets data. Places all floating materials on one tray and all sinking items on another tray during a sink/float activity. Finds out that marbles roll faster than other items after looking at a chart displaying speeds of various objects.</p>	<p><u>Science</u> 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.</p>
<p>b. Presents their scientific ideas in a variety of ways. Makes own version of a bird nest with twigs, feathers, and other materials. Draws a picture of a plant after planting seeds and watching them grow.</p>	<p><u>Science</u> 25.2.E Scientific Reasoning. Observes and experiments. Explores scientific phenomenon and records observations by drawing.</p>
<p>c. Conducts further investigation based on prior experience and information gained.</p>	<p><u>Science</u> 25.1.H Scientific Reasoning. Scientific Reasoning. Asks relevant questions and</p>

Says, "Next time I want to see what happens if I water the plant every day."
Chooses to mix other colors to see if she can get the same shade.

makes logical hypotheses about scientific phenomena based on prior knowledge.

SOCIAL STUDIES STANDARD

STRAND 1: FAMILY	
Concept 1: Understands Family - The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	Social Studies 21 Families and Communities
a. Views self as a member of the family unit. Says, "I'm going on vacation with my family." Mentions, "I have a baby brother and a big sister."	Social Studies 21.1.E Families and Communities. Identifies community and family roles. Identifies roles of self and others and describes the job each may do.
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc. Draws a picture of her family. Points to or names family members in a photograph.	Social Studies 21.1.D Families and Communities. Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
c. Describes/discusses own family's cultural or family traditions. States, "We do that at my house" during a story about a traditional celebration. Tells another child about a recent family activity; e.g., holiday, birthday, dinner, or wedding.	Social Studies 21.2 Families and Communities. Explores cultures and traditions
d. Identifies similarities and differences in their family composition and the families of others. Participates in a chart-making activity showing the number of siblings in each family. Says, "Your grandmother lives with you and my aunt lives with me."	Social Studies 21.1.F Families and Communities. Identifies community and family roles. Compares roles, rules and responsibilities between different groups.
e. Develops an awareness of their personal & family history. Shares information about their adoption. States, "My mom was in the Army and now she came back home."	Social Studies 21.2.C Families and Communities. Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs.
f. Shows knowledge of family members' roles and responsibilities in the home. Says, "My big brother cleans up the kitchen after we eat." Says, "My mom takes me to school."	Social Studies 21.1.E Families and Communities. Identifies community and family roles. Identifies roles of self and others and describes the job each may do.
STRAND 2: COMMUNITY	

<p>Concept 1: Understands Community - The child recognizes that he/she lives in a place with many people and that there are people and events in other places.</p>	<p>Social Studies 22.1 Civics and Economics. Understands citizenship.</p>
<p>a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages. Says, "Your uncle speaks Navajo." Says, "My grandma is from Mexico."</p>	<p>Social Studies 21.2.E Families and Communities. Explores cultures and traditions. Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.</p>
<p>b. Identifies, discusses and asks questions about similarities and differences in other people in their community. Asks, "Why do you eat with chopsticks?" Says to a peer, "Your skin is a different color than mine."</p>	<p>Social Studies 21.2.G Families and Communities. Explores cultures and traditions. Compares diverse cultures and traditions.</p>
<p>c. Describes some characteristics (e.g., clothing, food, jobs) of the people in their community. Describes the clothes worn by dancers at the pow-wow celebration. Talks about the firefighter they met at their neighborhood fire station.</p>	<p>Social Studies 21.2.H Families and Communities. Explores cultures and traditions. Names influential people and events that have impacted familiar cultures and traditions.</p>
<p>Concept 2: Rights, Responsibilities and Roles within Community - The child demonstrates a sense of belonging to the community and contributes to its care.</p>	<p>Social Studies 22.1 Civics and Economics. Understands citizenship.</p>
<p>a. Demonstrates responsible behaviors. Assists with setting the table. Cleans up the play area when appropriate.</p>	<p>Social and Emotional Development 2.1.B Self Direction. Follows rules and routines. Cooperates during familiar routines and redirection.</p>
<p>b. Shows an understanding of how to care for the environment. Picks up trash outside and puts paper in the recycling container. Helps to plant flowers.</p>	<p>Science 28.2.F Earth Science. Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.</p>
<p>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care. Pretends to buy or sell food in "grocery store" dramatic play. Says, "I went to the doctor because I was sick."</p>	<p>Social Studies 22.2.E Civics and Economics. Understands concepts of trade. Explores the use of trade to receive objects or services.</p>
<p>d. Seeks opportunities for leadership. Shows a friend how to fold clothes in dramatic play. Selects a task from the job chart.</p>	<p>Social and Emotional Development 1.2.E Self Concept. Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity.</p>
<p>e. Describes the purpose of rules. Reminds a classmate to use "walking feet" while in the classroom so he won't be hurt. Explains, "We wash our hands before we eat, so we don't have germs."</p>	<p>Social and Emotional Development 2.1.G Self Direction. Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p>
<p>f. Recognizes that people have wants and must make choices because resources</p>	<p>Social and Emotional Development</p>

<p>and materials are limited. Notifies that the red paint is gone and asks the teacher to get more out of the supply closet. Offers to share the sponge in the water table when there is only one available.</p>	<p>1.2.H Self Concept. Takes responsibility. Takes care of self or another while considering the needs of the greater group.</p>
<p>g. Describes their role at home, at school, and in the community. Says, "I am the line leader today." Says, "I helped my mom count the apples at the grocery store."</p>	<p>Social Studies 21.1.E Families and Communities. Identifies community and family roles. Identifies roles of self and others and describes the job each may do.</p>
<p>Concept 3: Geography - The child demonstrates an awareness of locations within and around their community.</p>	<p>Social Studies 23 Geography</p>
<p>a. Uses words to describe directionality and/or location within the community. Says, "We went by the library on our way to the park." Says, "This is the door that goes outside to the playground."</p>	<p>Mathematics and Reasoning 17.2.B Spatial Awareness. Determines object location. Follows simple positional directions such as on/off, over/under and up/down.</p>
<p>b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather. Says, "There are a lot of mountains where I live." Says, "It is hot outside."</p>	<p>Social Studies 23.1.D Geography. Identifies types of places. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>STRAND 3: HISTORICAL THINKING</p>	
<p>Concept 1: Understands Time – Past, Present and Future - The child demonstrates an awareness of time and sequence of events in their daily lives.</p>	<p>Social Studies 24 History</p>
<p>a. Demonstrates an understanding of time in the context of daily experiences. Tells her mom that her friend was sick yesterday and not at school. Reminds substitute teacher that they go on the playground after snack in the morning. Shows the new boy in the class the picture schedule so he knows what comes next. Describes what happens next in a familiar story.</p>	<p>Social Studies 24.1.E History. Describes past events. Uses language of time to describe familiar sequences of events.</p>
<p>b. Understands that events happened in the past and how these events relate to one's self, family and community. Describes a family snow trip while reading <i>The Snowy Day</i>. Says, "We had a piñata at my party, too."</p>	<p>Social Studies 24.1.F History. Describes past events. Retells historical, fictional or past events or stories.</p>

PHYSICAL DEVELOPMENT, HEALTH AND SAFETY STANDARD

STRAND 1: PHYSICAL AND MOTOR DEVELOPMENT	
Concept 1: Gross Motor Development - The child moves with balance, control and coordination.	<u>Physical Development</u> 4 Gross Motor
a. Moves with balance. Walks along the curb without falling off. Bends, stretches and twists while playing or exercising.	<u>Physical Development</u> 4.1.C Gross Motor. Builds strength and balance. Runs and balances on a wide beam.
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops). Runs during a game of tag, slowing and accelerating as needed to maneuver around equipment and people. Walks backward.	<u>Physical Development</u> 4.1.F Gross Motor. Builds strength and balance. Skips confidently, gallops and slides side to side.
c. Moves with coordination. Kicks, throws and catches a ball. Pumps swing on outdoor play equipment.	<u>Physical Development</u> 4.2.C Gross Motor. Coordinates large movements. Throws objects in an intended direction. Catches objects against body.
d. Demonstrates spatial awareness in physical activity. Moves forward, backward and sideways. Jumps for height and distance.	<u>Physical Development</u> 4 Gross Motor <u>Mathematics and Reasoning</u> 17 Spatial Awareness
Concept 2: Fine Motor Development - The child uses fingers, hands and wrists to manipulate tools and materials.	<u>Physical Development</u> 5 Fine Motor
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware). Tears paper into pieces to make a collage. Draws and paints a mural on paper taped to the wall.	<u>Physical Development</u> 5.1.B Fine Motor. Controls small movements. Manipulates objects with purpose, such as feeding self with a spoon.
b. Uses eye-hand coordination to perform simple tasks. Strings large beads. Hits peg with a wooden hammer.	<u>Physical Development</u> 5.1.B Fine Motor. Controls small movements. Manipulates objects with purpose, such as feeding self with a spoon.
c. Manipulates smaller objects, tools and instruments that require wrist and	<u>Physical Development</u>

<p>squeezing motions. Twists the cap off of a jar. Uses pencil/crayon to make recognizable shapes, lines and dots. Cuts paper with scissors.</p>	<p>5.1.D Fine Motor. Controls small movements. Snips with scissors. Strings large beads.</p>
<p>d. Uses fine motor skills in daily living. Buttons, unbuttons, snaps, buckles, laces or ties shoe. Uses eating utensils at mealtimes.</p>	<p>Physical Development 5.1.H Fine Motor. Controls small movements. Snips with scissors. Beads, grasps and stacks objects of all sizes with speed and accuracy.</p>
<p>STRAND 2: HEALTH</p>	
<p>Concept 1: Personal Health and Hygiene Practices - Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.</p>	<p>Physical Development 6 Health and Safety</p>
<p>a. Demonstrates hygiene practices. Uses a tissue to wipe nose when needed and throws the tissue away. Washes and dries hands after using the toilet. Brushes teeth after meals.</p>	<p>Physical Development 6.2 Health and Safety. Practices good hygiene.</p>
<p>b. Demonstrates healthy practices: 1. Nutrition Explains why the body needs food; e.g., "to make my body grow." Asks for water while playing outside. 2. Physical activity and rest Says, "When I run my legs get strong." or "I run fast because I exercise." Takes a break under the shade after running on the playground.</p>	<p>Physical Development 6.1 Health and Safety. Makes healthy food and exercise choices. 6.3 Health and Safety. Demonstrates safe practices.</p>
<p>c. Awareness of the functions of body parts. Identifies function of body parts; e.g., "I hear with my ears." or "I see with my eyes." Tells a friend, "My muscles make me strong."</p>	<p>Physical Development 6.2.D Health and Safety. Practices good hygiene. Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.</p>
<p>STRAND 3: SAFETY</p>	
<p>Concept 1: Safety and Injury Prevention - Child demonstrates knowledge of personal safety practices and routines.</p>	<p>Physical Development 6 Health and Safety</p>
<p>a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety. Puts on sun protection; e.g., hat and sunglasses before going outside in the sun. Keeps a safe distance from moving swings. Says, "When I use a hammer, I wear goggles."</p>	<p>Physical Development 6.3.C Health and Safety. Demonstrates safe practices. Follows simple safety rules.</p>

<p>b. Demonstrates transportation and street safety practices. Waits for an adult to say it's safe to cross the street. Cooperates using car seat and seat belts in family car or school bus.</p>	<p><u>Physical Development</u> 6.3.F Health and Safety. Demonstrates safe practices. Applies general safety rules to a variety of everyday situations with little prompting.</p>
<p>c. Enforces personal boundaries (safety, self-advocacy and boundary awareness). Says, "Don't touch me." Gets the attention (by touch or sound) of a trusted adult when made to feel uncomfortable or unsafe by another person.</p>	<p><u>Physical Development</u> 6.3.E Health and Safety. Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.</p>
<p>d. Knows personal information. Tells a caregiver/teacher her mother's name. Tells a familiar adult their first and last name.</p>	<p><u>Physical Development</u> 6.3.C Health and Safety. Demonstrates safe practices. Follows simple safety rules.</p>
<p>e. Demonstrates emergency safety practices. Tells a friend to call 911 because the "doll is hurt." Participates in classroom fire drill routine with adult support and modeling.</p>	<p><u>Physical Development</u> 6.3.G Health and Safety. Demonstrates safe practices. Identifies emergency situations. Describes how to get help and behave during them.</p>
<p>f. Identifies how adults help to keep us safe. Identifies the roles of firefighters and police officers in an emergency situation. Seeks out teacher when she is hurt or afraid.</p>	<p><u>Physical Development</u> 6.3.F Health and Safety. Demonstrates safe practices. Applies general safety rules to a variety of everyday situations with little prompting.</p>

FINE ARTS STANDARD

STRAND 1: VISUAL ARTS	
Concept 1: Creates and Understands Visual Arts - The child uses a wide variety of materials, media, tools, techniques and processes to explore, create and understand art.	<u>Creative Development</u> 32 Visual Arts
a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting). Makes a collage using fabric, torn paper and yarn. Uses wood scraps with glue to make "constructions." Uses clay to make a sculpture.	<u>Creative Development</u> 32.1.E Visual Arts. Develops artistic techniques. Uses artistic tools and media to create intentional designs or images.
b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings. Draws a portrait including facial details. Draws a picture of where he went for vacation. Takes the time to select a piece of paper for the desired texture and color.	<u>Creative Development</u> 32.2.D Visual Arts. Expresses through visual arts. Makes choices throughout the artistic process.
c. Creates art in two and three dimensions. Uses glue and craft sticks to create a work of art. Uses twigs to construct a house.	<u>Creative Development</u> 32.1.F Visual Arts. Develops artistic techniques. Demonstrates a variety of techniques using a given tool or medium.
d. Seeks an understanding of artwork by self or others by commenting on or questioning the artwork. Tells a story about the picture she drew. Asks, "How did you make the clay do that?" when observing another child's sculpture.	<u>Creative Development</u> 32.1.H Visual Arts. Develops artistic techniques. Compares artistic techniques and creations of many artists.
STRAND 2: MUSIC AND CREATIVE MOVEMENT	
Concept 1: Creates and Understands Music, Movement and Dance - The child uses a wide variety of instruments, movements, techniques and music to explore and create.	<u>Creative Development</u> Music
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	<u>Creative Development</u> 30.2.D Music. Expresses through music. Uses voice, common objects or

<p>Uses voices to make animal sounds. Uses a tin pie pan and spoon to make a drum.</p>	<p>instruments to create music. Identifies self as a musician.</p>
<p>b. Sings and moves to familiar rhymes, songs, and chants. Marches, slowing down or speeding up with the music. Sings the "Hello" song.</p>	<p><u>Creative Development</u> 30.2.B Music. Expresses through music. Repeats words in familiar songs and attempts to sing.</p>
<p>c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations. Makes up her own verse and movements to a favorite song/tune. Says, "Look, I'm walking like an elephant."</p>	<p><u>Creative Development</u> 30.2.F Music. Expresses through music. Communicates ideas by creating rhythm and/or melody.</p>
<p>d. Responds to different types of music, (e.g., rock, classical, jazz, spirituals, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music). Rocks a baby doll when hearing a lullaby. Says, "I like the music with the drums in it."</p>	<p><u>Creative Development</u> 30.2.G Music. Expresses through music. Interprets and compares many types of music.</p>
<p>e. Uses creative movement and dance to interpret the mood of various types of music and stories. Acts out a story. Twirls a scarf back and forth in the air and moves to the music.</p>	<p><u>Creative Development</u> 31.1. Dance and Movement. Develops dance and movement techniques</p>
<p>STRAND 3: DRAMA</p>	
<p>Concept 1: Creates Dramatic Activities - The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.</p>	<p><u>Creative Development</u> 33 Drama</p>
<p>a. Assumes roles from daily activities using a variety of props. Selects from a box of clothes a hat, jacket and piece of rope and portrays a firefighter putting out a fire. Pretends to be a teacher and reads a book to the stuffed bear.</p>	<p><u>Creative Development</u> 33.1 Drama. Participates in dramatic play. 33.2 Drama. Uses and creates props.</p>
<p>b. Takes on more than one dramatic play role at a time. Plays a daddy and a baby by changing his voice. Says, "I'll be the doctor and the nurse. You be the patient."</p>	<p><u>Creative Development</u> 33.1.E Drama. Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p>c. Pretends an object exists without using a prop. Orders a veggie pizza and reaches into his pocket for imaginary money to pay for the meal. Pretends to put on a hat and coat to go outside.</p>	<p><u>Creative Development</u> 33.2.E Drama. Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene.</p>

d. Dramatizes familiar stories.

Plays the wolf in The Three Little Pigs.
Says, "My grandfather told me a story about the wind. I'll be the wind."

Creative Development

33.2.F Drama. Uses and creates props. Creates a setting, characters and events to tell a story.

e. Adds details and new elements to dramatic play situations.

Gets more props for her friends.
Uses the blanket as a table cloth at the restaurant.

Creative Development

33.2.G Drama. Uses and creates props. Plans a story and seeks out props to enhance a role or highlight details.



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 feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.	
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.	
	3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.	
		3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.	
		3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.	
Physical Development	4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.	
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.	
	5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. 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.	Expresses distress when needs are not met.	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.

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		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 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.		