

Alignment
of the

Experience Early Learning Skills

with

New York Pre-Kindergarten Standards





The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 35 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:

- Experience Baby
- Experience Toddler
- Experience Preschool

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

Visit <https://www.experiencecurriculum.com/skillsresearch/> to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.

Alignment

This document details the alignment of the **New York Pre-Kindergarten Standards** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact info@experienceearlylearning.com.



[The New York State Prekindergarten Learning Standards](#)

New York Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

DOMAIN 1: APPROACHES TO LEARNING	
PLAY AND ENGAGEMENT IN LEARNING	
PK.AL.1 Actively engages in play as a means of exploration and learning	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
a. Interacts with a variety of materials and peers through play	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
b. Participates in multiple play activities with same material	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
c. Engages in pretend and imaginative play-testing theories, acting out imagination	CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
d. Self-selects play activity and demonstrates spontaneity	SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option.
e. Uses “trial and error” method to figure out a task, problem, etc.	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.
f. Demonstrates awareness of connections between prior and	MR 7 Logic & Reasoning

new knowledge	MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.
PK.AL.2 Actively engages in problem solving	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem.
a. Identifies a problem and tries to solve it independently	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.
b. Attempts multiple ways to solve a problem	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.
c. Communicates more than one solution to a problem	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
d. Engages with peers and adults to solve problems	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem. SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
CREATIVITY AND IMAGINATION	

PK.AL.3. Approaches tasks and problems with creativity, imagination and/or willingness to try new experiences	<p>MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
a. Uses materials/props in novel ways to represent ideas, characters and objects	<p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
b. Identifies new or additional materials to complete a task	<p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
c. Experiments to further knowledge	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
d. Seeks additional clarity to further understanding	<p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
e. Demonstrates innovative thinking	<p>SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p>
CURIOSITY AND INITIATIVE	
PK.AL.4. Exhibits curiosity, interest, and willingness to learn new things and have new experiences	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
a. Asks questions using who, what, how, why, when, where, what if	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing.</p>

	<p>Describes and compares observations.</p> <p>LLD 6 Reading Comprehension LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
b. Expresses an interest in learning about and discussing a growing range of ideas	<p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
c. Actively explores how things in the world work	<p>SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>
d. Investigates areas of interest	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SCI 1 Investigation & Inquiry SCI 1.3 Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p>
e. Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts)	<p>MR 2 Spatial Awareness MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.</p>
f. Willingly engages in new experiences and activities	<p>SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
PERSISTENCE	
PK.AL.5. Demonstrates persistence.	<p>SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
a. Maintains focus on a task	<p>SED 3 Attention & Persistence</p>

	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
b. Seeks assistance when the next step seems unclear or appears too difficult	SED 3 Attention & Persistence SED 3.3 Focuses on an engaging activity for a short period of time independently or with an adult. Asserts a desire to start or end an activity. Asks for help as needed.
c. Modifies strategies used to complete a task	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.
Domain 2: Physical Development and Health	
PHYSICAL DEVELOPMENT AND HEALTH	
PK.PDH.1. Uses senses to assist and guide learning.	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.
a. Identifies sights, smells, sounds, tastes and textures	SCI 2 Natural & Earth Science SCI 2.1 Explores immediate environment using senses. Reacts to weather changes in immediate environment.
b. Compares and contrasts different sights, smells, sounds, tastes, and textures	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
c. Communicates to discuss sights, smells, sounds, tastes, and textures	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
PK.PDH.2. Uses sensory information to plan and carry out movements	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. SS 3 Geography

	SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
a. Demonstrates appropriate body awareness when moving in different spaces (i.e., aware of their own body)	CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.
b. Exhibits appropriate body movements when carrying out a task	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
c. Demonstrates awareness of spatial boundaries and the ability to work within them (i.e., aware of the things around them)	CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
PK.PDH.3. Demonstrates coordination and control of large muscles	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. CA 2 Dance & Movement CA 2.2 Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.
a. Displays an upright posture when standing or seated	PD 1 Gross Motor PD 1.1 Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.
b. Maintains balance during sitting, standing, and movement activities	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.

<p>c. Runs, jumps, walks in a straight line, and hops on one foot</p>	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>d. Navigates stairs using alternating feet</p>	<p>PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>e. Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.</p>	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.</p> <p>PD 2 Fine Motor PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.</p>
<p>PK.PDH.4. Combines a sequence of large motor skills with and without the use of equipment</p>	<p>PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>a. Navigates age appropriate playground equipment</p>	<p>PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>b. Explores, practices, and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing, etc.)</p>	<p>PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p>c. Participates in a series of large motor movements or activities (e.g., dancing, pedaling, following the leader, participating in games/sports)</p>	<p>PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>CA 2 Dance & Movement CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates</p>

	movements based on own ideas.
PK.PDH.5. Demonstrates eye-hand coordination and fine motor skills	PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
a. Demonstrates ability to use fine motor skills (e.g., engages in finger plays, uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively)	PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
b. Manipulates small objects with ease (e.g., fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.)	PD 2 Fine Motor PD 2.8 Beads, grasps and stacks objects of all sizes with speed and accuracy.
c. Uses buttons, zippers, snaps, hooks, and tape successfully	PD 2 Fine Motor PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads. PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.
PHYSICAL FITNESS	
PK.PDH.6. Engages in a variety of physical fitness activities	PD 1 Gross Motor PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
a. Engages in rigorous large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops	PD 1 Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
b. Participates in activities designed to strengthen major muscle groups	PD 1 Gross Motor PD 1.8 Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
c. Participates in activities to promote balance and flexibility	PD 1 Gross Motor

	PD 1.7 Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.
PHYSICAL HEALTH AND WELL-BEING	
PK.PDH.7. Demonstrates personal care and hygiene skills	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
a. Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.
b. Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs. PD 2 Fine Motor PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.
c. Recognizes and communicates the need to use the restroom or when experiencing symptoms of hunger or illness	PD 5 Nutrition PD 5.2 Communicates when hungry, thirsty or tired. Feeds self some finger foods.
PK.PDH.8. Demonstrates awareness and understanding of healthy habits	PD 4 Personal Care PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.
a. Recognizes the importance of good nutrition, water, rest and sleep to be healthy	PD 4 Personal Care PD 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.
b. Demonstrates ways to self-soothe during times of stress	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.

c. Talks about food choices in relationship to personal allergies and overall health	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.
d. Relates healthy behaviors to good personal health (e.g., eating a balanced diet, exercising)	PD 4 Personal Care PD 4.8 Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.
PHYSICAL SAFETY	
PK.PDH.9. Demonstrates awareness and understanding of safety rules	PD 3 Safety PD 3.2 Responds to possible dangers in environment and avoids them when prompted. PD 3.3 Follows simple safety rules.
a. Verbalizes and demonstrates safety rules (e.g., bus safety, holding an adult's hand when walking on sidewalks or near a street)	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
b. Understands and communicates that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet)	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them. PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting. PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.
c. Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	PD 3 Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.
d. Explains how to get help in emergency situations (e.g., communicates their guardian's name and phone number)	PD 3 Safety PD 3.7 Identifies emergency situations and how to behave accordingly. Describes how to get help.
DOMAIN 3: SOCIAL AND EMOTIONAL LEARNING	
SELF-AWARENESS AND SELF-MANAGEMENT SKILLS	

PK.SEL.1. Regulates responses to needs, feelings and events	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
a. Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
b. Appropriately names types of emotions (e.g., happy, excited, sad) and associates them with different words and behaviors	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
c. Demonstrates an ability to independently modify behavior in different situations	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
PK.SEL.2. Recognizes self as an individual having unique abilities, characteristics, feelings and interests	SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
a. Describes self, using several different characteristics	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
b. Identifies self as being part of a family and identifies being connected to at least one significant adult	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
c. Demonstrates knowledge of own uniqueness (e.g., talent, interests, preferences, gender, culture, etc.)	SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
d. Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement	SED 3 Attention & Persistence SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

e. Identifies the range of feelings one experiences over time and that feelings can change	SED 2 Self-Regulation SED 2.3 Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.
f. Identifies likes and dislikes, needs and wants, strengths and challenges	SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
g. Exhibits confidence and pride in home language and culture	SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS	
PK.SEL.3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers, and other familiar adults)	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
a. Interacts with significant adults	SED 4 Social Relationships SED 4.3 Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.
b. Seeks guidance from primary caregivers, teachers and other familiar adults	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
c. Transitions into unfamiliar setting with the assistance of familiar adults	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
PK.SEL.4. Develops positive relationships with their peers	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions

	about how others feel, live, eat, play and believe.
a. Approaches children already engaged in play	SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
b. Interacts with other children (e.g., in play, conversation, etc.)	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
c. Shares materials and toys with other children	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
d. Sustains interactions by cooperating, helping, and suggesting new ideas for play	SED 4 Social Relationships SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
e. Develops friendship with one or more peers	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
f. Offers support to another child or shows concern when a peer appears distressed	SED 4 Social Relationships SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
PK.SEL.5. Demonstrates pro-social problem-solving skills in social interactions	PD 3 Safety PD3.4 Seeks opportunities to help others. Tries to solve own social problems.

a. Seeks input from others about a problem	PD 3 Safety PD3.4 Seeks opportunities to help others. Tries to solve own social problems.
b. Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem-solves)	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem.
c. Uses and accepts compromise; with assistance	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
DECISION-MAKING SKILLS	
PK.SEL.6. Understands and follows routines and rules	PD 3 Safety PD 3.3 Follows simple safety rules.
a. Displays an understanding of the purpose of rules	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.
b. Engages easily in routine activities (e.g., story time, snack time, circle time)	SED 3 Attention & Persistence SED 3.2 Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.
c. Uses materials purposefully, safely and respectfully as set by group rules	SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person. PD 3 Safety PD 3.3 Follows simple safety rules.
d. With assistance, understands that breaking rules has a consequence	PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.
e. Applies rules in new, but similar situations	PD 3 Safety PD 3.6 Applies general safety rules to a variety of everyday situations with little prompting.

f. Demonstrates the ability to create new rules for different situations	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.
ADAPTABILITY	
PK.SEL.7. Adapts to change	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person. SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
a. Easily separates themselves from parent or caregiver	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
b. Transitions, with minimal support, between routine activities and new/unexpected occurrences	SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
c. When appropriate, adjusts behavior for different settings and/or events	SED 2 Self-Regulation SED 2.7 Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.
d. Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity)	SED 2 Self-Regulation SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
DOMAIN 4A: COMMUNICATION, LANGUAGE AND LITERACY PART A: APPROACHES TO COMMUNICATION	
MOTIVATION	

PK.AC.1. Demonstrates motivation to communicate	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
a. Participates in small or large group activities for story-telling, singing or finger plays	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
b. Asks questions	LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.
c. Listens attentively for a variety of purposes (e.g., enjoyment, to gain information, to perform a task, to learn what happened, to follow directions)	LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.
d. Initiates and extends conversations, both verbally and nonverbally	LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.
e. Makes choices about how to communicate the ideas they want to share (e.g., gestures, scribbles, home language, sign language, speaking)	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
BACKGROUND KNOWLEDGE	
PK.AC.2. Demonstrates they are building background knowledge	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
a. Asks questions related to an item, event or experience	LLD 2 Communication

	LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
b. Correctly identifies meanings of words in read-alouds, in conversation, and in descriptions of everyday items in the world around them	LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.
c. Attempts to use new vocabulary correctly	LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
d. Makes comparisons to words and concepts	LLD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.
VIEWING	
PK.AC.3 Demonstrates understanding of what is observed	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
a. Uses vocabulary relevant to observations	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.

<p>b. Asks questions related to visual text and observations</p>	<p>SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>c. Makes inferences or draws conclusions based on information from visuals, including observation of situations, peers and adults (e.g., sees another child crying and says, “he is sad”)</p>	<p>LLD 1 Listening LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.</p>
<p>VOCABULARY</p>	
<p>PK.AC.4. Demonstrates a growing receptive vocabulary</p>	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p>a. Understands and follows spoken directions</p>	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
<p>b. Identifies pictures related to words (e.g., points to the correct picture in book if prompted)</p>	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p>
<p>c. Responds/reacts to questions/comments indicating meaning is understood (e.g., body language, gestures, facial expressions, and words, including home language use)</p>	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>

d. Expresses understanding of words used in read-alouds, in conversations and in descriptions of everyday items in the world	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
PK.AC.5. Demonstrates a growing expressive vocabulary	<p>LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>
a. Uses facial expressions, body language, gestures, home language, and/or sign language to engage in reciprocal conversations	<p>LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.</p>
b. Increasingly uses more complex words in conversations	<p>LD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
c. Uses new and rare words introduced by adults or peers	<p>LD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
d. Begins to use appropriate volume and speed so that the spoken message is understood	<p>LD 2 Communication LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
e. Initiates conversations about a book, situation, event or print in the environment	<p>LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p>LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>

REPRESENTING	
<p>PK.AC.6. Demonstrates their ability to represent ideas using a variety of methods</p>	<p>LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
<p>a. Uses facial expressions, body language, gestures, or sign language to express ideas</p>	<p>CA 4 Drama CA 4.1 Imitates simple movements and facial expressions. Responds to props or puppets.</p> <p>CA 2 Dance & Movement CA 2.1 Moves body in a variety of ways. Uses body language to express feelings.</p>
<p>b. Uses existing objects to represent desired or imagined objects in play or other purposeful way</p>	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
<p>c. Uses visual media to represent an actual experience</p>	<p>CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.</p>
<p>d. Reviews and reflects on their own representations</p>	<p>CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.</p>
<p>e. Writes and/or draws to communicate meaning with peers and adults during play</p>	<p>LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>DOMAIN 4B: COMMUNICATION, LANGUAGE AND LITERACY PART B: ENGLISH LANGUAGE ARTS AND LITERACY</p>	

READING FOUNDATIONS	
Print Concepts	
PK.ELAL.1. [PKRF.1.] Demonstrates understanding of the organization and basic features of print	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 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>
a. Recognizes that words are read from left to right, top to bottom, and page to page	<p>LLD 5 Concepts of Print LLD 5.2 Recognizes if pictures are right-side up. Turns pages from front to back of book. LLD 5.5 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>
b. Recognizes that spoken words are represented in written language	<p>LLD 6 Reading Comprehension LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p>
c. Understands that words are separated by spaces in print	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.</p>
d. Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name	<p>LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.</p>
e. Recognizes that letters are grouped to form words	<p>LLD 5 Concepts of Print LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 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>

f. Differentiates letters from numerals	LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.
g. Identifies front cover and back cover	LLD 5 Concepts of Print LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
Phonological Awareness	
PK.ELAL.2. [PKRF.2.] Demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)	LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.
a. Begins to recognize and match spoken words that rhyme (e.g., songs, chants, finger plays)	LLD 3 Phonological Awareness LLD 3.2 Imitates sounds and tones. LLD 3.5 Identifies the beginning and ending sounds of words.
b. Begins to recognize individual syllables within spoken words (e.g., cup-cake, base-ball)	LLD 3 Phonological Awareness LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.
c. Isolates and pronounces the initial sounds (phonemes) in spoken one-syllable words (e.g., the/m/in map)	LLD 3 Phonological Awareness LLD 3.7. Identifies and isolates individual sounds heard in one-syllable words.
Phonics and Word Recognition	
PK.ELAL.3. [PKRF.3.] Demonstrates emergent phonics and word analysis skills	LLD 4 Alphabetic Knowledge LLD 4.3 Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language.
a. Demonstrates one-to-one letter-sound correspondence by	LLD 4 Alphabetic Knowledge

producing the primary sound of some consonants	LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds. LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words.
Fluency	
PK.ELAL.4. [PKRF.4.] Displays emergent reading behaviors with purpose and understanding	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.
READING	
Key Ideas and Details	
PK.ELAL.5. [PKR.1.] Participates in discussions about a text (e.g., during whole or small group interactive read-aloud discussions, during peer sharing, within play scenarios)	LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
PK.ELAL.6. [PKR.2] Retells stories or share information from a text	LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
PK.ELAL.7 [PKR.3] Develops and answers questions about characters, major events, and pieces of information in a text	LLD 6 Reading Comprehension LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.
Craft and Structure	
PK.ELAL.8 [PKR.4] Exhibits an interest in learning new vocabulary (e.g., asks questions about unfamiliar words)	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
PK.ELAL.9 [PKR.5] Interacts with a variety of genres (e.g.,	LLD 5 Concepts of Print

storybooks, poems, songs)	LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
PK.ELAL.10 [PKR.6] Describes the role of an author and illustrator	LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
Integration of Knowledge and Ideas	
PK.ELAL.11 [PKR.7] Describes the relationship between illustrations and the text (e.g., what person, place, thing or idea in the text an illustration depicts)	LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
PK.ELAL.12. [PKR.9] Makes connections between self, text, and the world (e.g., what is familiar, what does an event/picture/character make them think of, what do they remember)	LLD 6 Reading Comprehension LLD 6.7 Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.
WRITING	
Text Types and Purposes	
PK.ELAL.13 [PKW.1] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning	LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
PK.ELAL.14. [PKW.2] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning	LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
PK.ELAL.15. [PKW.3] Uses a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence	LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.

PK.ELAL.16. [PKW.4] Creates a response to a text, author, or personal experience (e.g., dramatization, art work or poem)	LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Research to Build and Present Knowledge	
PK.ELAL.17. [PKW.6] Develops questions and participates in shared research and exploration to answer questions and to build and share knowledge (e.g., record and discuss an experiment of items that float and sink)	SCI 1 Investigation & Inquiry SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.
PK.ELAL. 18. [PKW.7] Engages in a discussion using gathered information from experiences or provided resources (e.g., collect materials from a nature walk; record and discuss what they are)	SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.
SPEAKING AND LISTENING	
Comprehension and Collaboration	
PK.ELAL.19. [PKSL.1] Participates in collaborative conversations with diverse peers and adults in small and large groups and during play	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges. SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
a. Follows agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic	LLD 1 Listening LLD 1.7 Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.
b. Participates in conversations through multiple exchanges	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.

c. Considers individual differences when communicating with others	SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
PK.ELAL.20. [PKSL.2] Interacts with diverse formats and texts (e.g., shared read aloud, video clips, oral storytelling)	LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
PK.ELAL.21. [PKSL.3] Identifies the speaker	LLD 1 Listening LLD 1.1 Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.
Presentation of Knowledge and Ideas	
PK.ELAL.22. [PKSL.4] Describes familiar people, places, things and events	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.
PK.ELAL.23. [PKSL.5] Creates a visual display (e.g., drawing, art work, building, writing)	LLD 7 Writing LLD 1.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea. CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
PK.ELAL.24. [PKSL.6] Expresses thoughts, feelings, and ideas (e.g., role-playing, music, drawing, art work, building, writing)	LLD 2 Communication LLD 2.7 Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings. CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
Language	

PK.ELAL.25. [PKL.1] Demonstrates command of the conventions of academic English grammar and usage when writing or speaking.	LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
PK.ELAL.26. [PKL.2] Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing.	LLD 7 Writing LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
Knowledge of Language	
PK.ELAL.27. [PKL.4] Explores and uses new vocabulary in child-centered, authentic, play-based experiences	LLD 1 Listening LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally. LLD 2 Communication LLD 2.5 Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Vocabulary Acquisition and Use	
PK.ELAL.28. [PKL.5] Explores and discusses word relationships and word meanings	LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
a. Sorts common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
b. Demonstrates understanding of frequently occurring words by relating them to their opposites (e.g., hot/cold)	LLD 4 Alphabetic Knowledge LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
PK.ELAL.29 [PKL.6] Uses words and phrases acquired through	LLD 1 Listening LLD 1.3 Shows understanding of a wide variety of phrases and sentences.

language rich experiences, conversations, reading and being read to, responding to texts, and child-centered, play-based experiences	<p>Responds to simple statements and questions. Follows related two-step directions given verbally.</p> <p>LLD 2 Communication LLD 2.4 Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.</p>
DOMAIN 5A: COGNITION AND KNOWLEDGE OF THE WORLD MATHEMATICS	
COUNTING AND CARDINALITY	
Know number names and the count sequence	
PK.MATH.1. [NY-PK.CC.1.] Counts to 20	<p>MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
PK.MATH.2. [NY-PK.CC.2.] Represents a number of objects (0-5), with a written numeral 0-5 (with 0 representing a count of no objects)	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
Counts to tell the number of objects	
PK.MATH.3. [NY-PK.CC.3.] Understands the relationship between numbers and quantities to 10, connects counting to cardinality	<p>MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
PK.MATH.3a. [NY-PK.CC.3a.] When counting objects, says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (1:1 correspondence)	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
PK. MATH.3b. [NY-PK.CC.3b.] Explores and develops the concept that the last number name said tells the number of	<p>MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as</p>

objects counted, (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	prompted and recounts.
PK.MATH.4a. [NY-PK.CC.4a.] Answers counting questions using as many as 10 objects arranged in a line, a rectangular array, and a circle. Answers counting questions using as many as 5 objects in a scattered configuration (e.g., how many ____ are there?)	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
PK.MATH.4b. [NY-PK.CC.4b] Given a number from 1-10, counts out that many objects	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Compares numbers	
PK.MATH.6. [NY-PK.CC.5.] Recognizes whether the number of objects in one group is more than, fewer than, or equal to (the same as) the number of objects in another group (e.g., using matching and counting strategies Note: Include groups with up to five objects	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
PK.MATH.7. [NY-PK.CC.6.] Identify first and last related to order or position	MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
OPERATIONS AND ALGEBRAIC THINKING	
Understands addition as adding to, and understand subtraction as taking from	
PK.MATH.8. [NY-PK.OA.1.] Explores addition and subtraction by using objects, fingers, and responding to real world situations	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.

(e.g., if we have 3 apples and add 2 more, how many apples do we have all together?)	
Understands simple patterns	
PK.MATH.9. [NY-PK.OA.2.] Duplicates and extends simple patterns using concrete objects (e.g., what comes next?)	MR 5 Patterns MR 5.4 Creates and extends two-step patterns.
MEASUREMENT AND DATA	
Describes and compares measurable attributes	
PK.MATH.10. [NY-PK.MD.1.] Identifies measurable attributes of objects, such as length or weight, and describes them using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light)	MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.
Sorts objects and counts the number of objects in each category	
PK.MATH.11. [NY-PK.MD.2.] Sorts objects and shapes into categories; counts the objects in each category. Note: Limit category counts to be less than or equal to 10	MR 1 Number Sense MR 1.4 Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.
GEOMETRY	
Identifies and describes shapes (squares, circles, triangles and rectangles)	
PK.MATH.12. [NY-PK.G.1.] Describes objects in the environment using names of shapes and describes the relative	MR 3 Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.

positions of these objects using terms such as top, bottom, up, down, above, below, in front of, behind, over, under, next to	MR 2 Spatial Awareness MR 2.5 Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.
PK.MATH.13. [NY-PK.G.2.] Names shapes regardless of size	MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes.
Explores and creates two and three-dimensional objects	
PK.MATH.14. [NY-PK.G.3.] Explores two-and three-dimensional objects and uses informal language to describe their similarities, differences, and other attributes	MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.
PK.MATH.15. [NY-PK.G.4.] Creates and builds shapes from components (e.g., sticks, blocks, clay)	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.
DOMAIN 5B: COGNITION AND KNOWLEDGE OF THE WORLD SCIENCE	
PHYSICAL SCIENCE	
PK.SCI.1. [P-PS1-1.] Asks questions and uses observations to test the claim that different kinds of matter exist as either solid or liquid	SCI 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.
a. Observes and describes similarities and differences between solids and liquids based on their physical properties	SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.
b. Compares and categorizes solids and liquids based on their physical properties	SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.

<p>PK.SCI.2. [P-PS2-1.] Uses tools and materials to design and build a device that causes an object to move faster with a push or a pull</p>	<p>SCI 3 Physical Science SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI 4 Technology SCI 4.3 Explores movable parts on toys and tools. Uses on and off switches.</p>
<p>a. Explores forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces (e.g., a string attached to an object being pulled or a ramp to increase the speed of an object)</p>	<p>SCI 3 Physical Science SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur. SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p>
<p>PK.SCI.3. [P-PS4-1.] Plans and conducts investigations to provide evidence that sound is produced by vibrating materials</p>	<p>SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.</p>
<p>a. Investigates vibrating materials such as percussion instruments (e.g., drum, triangle), string instruments (e.g., guitar, piano), wind instruments (e.g., recorder, whistle), and audio speakers</p>	<p>CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.</p>
<p>LIFE SCIENCES</p>	
<p>PK.SCI.4. [P-LS1-1.] Observes familiar plants and animals (including humans) and describes what they need to survive</p>	<p>SCI 2 Natural & Earth Science SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.</p>
<p>a. Explores what a variety of living organisms need to live and</p>	<p>SCI 2 Natural & Earth Science</p>

grow (e.g., water, nutrients, environment)	SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.
PK.SCI.5. [P-LS1-2.] Plans and conducts investigations to determine how familiar plants and/or animals use their external parts to help them survive in the environment	SCI 2 Natural & Earth Science SCI 2.6 Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.
a. Observes the relationships between the physical and living environment (e.g. views habitats of plants and animals)	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
b. Recognizes the different structures of familiar plants and animals (e.g., roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals)	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
PK.SCI.6. [P-LS3-1.] Develops a model to describe that some young plants and animals are similar to, but not exactly like, their parents.	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.
a. Observes and represents familiar plants and animals (e.g., draws pictures, builds and plays with toy or model animals in their habitats)	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
b. Compares baby and adult animals and recognizes similarities (e.g., matches adult stuffed animals with their baby in a play setting)	SCI 2 Natural & Earth Science SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather. MR 6 Classification MR 6.2 When shown one object, finds the match. Identifies and names familiar

	people, characters and animals.
EARTH AND SPACE SCIENCES	
PK.SCI.7. [P-ESS1-1.] Observes and describes the apparent motions of the sun, moon, and stars to recognize predictable patterns	<p>SCI 2 Natural & Earth Science SCI 2.7 Describes how an organism’s features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
a. Explores characteristics and movements of the sun, moon, stars and clouds (e.g., the sun and moon appear to move across the sky in a predictable pathway, day and night follow predictable patterns, seasons change in a cyclical pattern, the moon’s shape appears to change in a cyclical pattern, and stars other than our Sun can be visible at night depending on local weather conditions)	<p>SCI 2 Natural & Earth Science SCI 2.7 Describes how an organism’s features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.</p>
PK.SCI.8. [P-ESS2-1.] Asks questions, makes observations, and collects and records data using simple instruments to recognize patterns about how local weather conditions change daily and seasonally.	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
a. Discusses daily weather conditions and the impact of weather (e.g., recorded over time and how those conditions impact student activities and what clothes they wear)	<p>SCI 2 Natural & Earth Science SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.</p> <p>SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations</p>
b. Uses vocabulary to describe weather conditions (e.g., cloud cover (sunny, partly cloudy, cloudy, foggy), precipitation (no	<p>SCI 2 Natural & Earth Science SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the</p>

precipitation, snow, hail, rain), wind (no wind, some wind, strong wind), and temperature (cold, cool, warm, hot))	immediate environment.
PK.SCI.9. [P-PS3-1.] Plans and conducts an investigation to determine the effect of sunlight on Earth's surface.	SCI 2 Natural & Earth Science SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.
a. Discusses the effects of the sun (e.g., provides light, creates shadows, and the warming effect on living organisms and nonliving things.)	SCI 2 Natural & Earth Science SCI 2.7 Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.
ENGINEERING DESIGN	
PK.SCI.10. [K-2-ETS1-1.] Asks questions, makes observations, and gathers information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 4 Technology SCI 4.7 Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.
PK.SCI.11. [K-2-ETS1-2.] Develops a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. SCI 1 Investigation & Inquiry SCI 1.5 Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
PK.SCI.12. [K-2-ETS1-3.] Analyzes data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	SCI 1 Investigation & Inquiry SCI 1.8 Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.

DOMAIN 5C: COGNITION AND KNOWLEDGE OF THE WORLD SOCIAL STUDIES	
INDIVIDUAL DEVELOPMENT AND CULTURAL IDENTITY	
PK.SOC.1. Develops a basic awareness of self as an individual, self within the context of group, and self within the context of community	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
a. Identifies self by using characteristics such as eye color, hair color, age	<p>SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.</p>
b. Describes how each person is unique and important	<p>SED 1 Self-Awareness SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>
c. Identifies as a member of a group	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
PK.SOC.2. Demonstrates awareness and appreciation of their own culture and other cultures	<p>SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community. SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
a. Talks about and/or shows items related to cultural traditions . [E.g. Describes some of the dances, foods, and special events related to culture	<p>SS 1 Culture & Community SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

b. Describes own community and/or cultural group	<p>SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p>
CIVIC IDEALS AND PRACTICES	
PK.SOC.3. Demonstrates an understanding of roles, rights, and responsibilities	<p>SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
a. Recognizes community workers and their roles and responsibilities (e.g., asks questions about and shows an interest in the community jobs	<p>SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
b. Recognizes that people depend on community helpers to provide goods and services	<p>SS 1 Culture & Community SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>
c. Identifies the tools and equipment that correspond to various roles and jobs	<p>SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.</p>
d. Recognizes that all children and adults have roles, rights, and responsibilities at home, school, and the community	<p>SS 1 Culture & Community SS 1.6 Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.</p>
PK.SOC.4. Begins to learn basic civic and democratic principles	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
a. Expresses that rules are for everyone	<p>SS 2 Civics & Economics SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other</p>

	goods or services.
b. Identifies rules that protect themselves and others	<p>SS 2 Civics & Economics SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p> <p>PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
c. Describes possible consequences when rules are not followed	<p>PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
d. Participates in making group rules and/or rules for daily routines and transitions	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p>
e. Follows rules and may remind others of the rules	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>PD 3 Safety PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
f. Demonstrates preferences and choices by participating when the class votes to make simple decisions	<p>SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.</p> <p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option.</p>
GEOGRAPHY, HUMANS AND THE ENVIRONMENT	
PK.SOC.5 Demonstrates knowledge of the relationship between people, places, and regions	SS 3 Geography

	SS 3.8 Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
a. Identifies features of own home and familiar places	SS 3 Geography SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.
b. Names the street, neighborhood, city and/or town where they live	SS 3 Geography SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.
c. Uses words that indicate direction, position and relative distance	SS 3 Geography SS 3.7 Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions. MR 2 Spatial Awareness MR 2.3 Recognizes objects that are upside-down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.
d. Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials	CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made. MR 2 Spatial Awareness MR 2.6 Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.
TIME, CONTINUITY AND CHANGE	
PK.SOC.6. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities	SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events. SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses

	past knowledge to explain observed changes.
a. Identifies routines and common occurrences in own life	SS 1 Culture & Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.
b. Identifies changes over time in themselves, their families, and in the wider community	SCI 1 Investigation & Inquiry SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.
c. Retells important events in sequential order	SS 4 History & Sense of Time SS 4.5 Uses language of time to describe familiar sequences of events.
d. Demonstrates interest in current events that relate to family, culture, and community	SS 1 Culture & Community SS 1.5 Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.
e. Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby” or “before I moved to my new house”	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. SS 4.5 Uses language of time to describe familiar sequences of events.
ECONOMIC SYSTEMS	
PK.SOC.7. Develops a basic understanding of economic concepts within a community	SS 2 Civics & Economics SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
a. Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards, vouchers, food assistance programs)	SS 2 Civics & Economics SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.
DOMAIN 5D: COGNITION AND KNOWLEDGE OF THE WORLD THE ARTS	

DANCE	
PK.ARTS.1. [DA:Cr1-3.PK] Creates Dance	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
a. Expresses and engages using movement elements and skills (locomotor and non-locomotor) to a series of sensory stimuli (e.g., music, visual cues)	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
b. Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence	<p>CA 2 Dance & Movement CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
PK.ARTS.2. [DA:Pr4-6.PK] Performs Dance	<p>CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
a. Demonstrates basic full-body locomotor movements (crawl, walk, run), non-locomotor movements (bend, twist, reach) and spatial relationships (over, under, around) while moving in general space	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
b. Identifies the speed of a dance (for example fast vs. slow) and move to varied rhythmic sounds at different tempo	<p>CA 2 Dance & Movement CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
c. Moves with opposing qualities (loose/tight, light/heavy, shaky/smooth) and explores movement with simple props in response to verbal cues or expressive music	<p>CA 2 Dance & Movement CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p>
PK.ARTS.3. [DA:Re7-9.PK] Responds to Dance	<p>CA 2 Dance & Movement CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>

a. Identifies a movement in a dance by repeating it	CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.
b. Demonstrates a dance movement experienced at home or elsewhere	CA 2 Dance & Movement CA 2.7 Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.
c. Observes a work of dance, replicates movements and asks questions about the choreography	CA 2 Dance & Movement CA 2.7 Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.
MEDIA ARTS	
PK.ARTS.5. [MA:Cr1-3.PK] Creates Media Arts	CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
a. Discovers and explores media arts tools	CA 3 Visual Arts CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
PK.ARTS.6. [MA:Cr4-6.PK] Produces Media Arts	CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
a. Explores various ways to present media artwork	CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
PK.ARTS.7. [MA:Re7-9.PK] Responds and Connects to Media Arts	CA 3 Visual Arts CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
a. Explores and discusses the components of a variety of media artwork (i.e., still and moving images, human-made images (like drawings, Claymation) or characters (puppets), real-life video,	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.

text, etc.)	
b. Identifies personal experiences with media artwork (e.g., talks about where they have seen media artwork, such as tablets, TV, computers, museums, concerts, classroom	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
MUSIC	
PK.ARTS.8. [MU:Cr1-3.PK] Creates Music	CA 1 Music CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.
a. Explores and experiences a variety of music and favorite musical ideas (e.g., experiments with musical instruments, makes up silly and rhyming verses, imitates rhythmic patterns, uses music to tell stories and express feelings)	CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.
b. Shares musical ideas with peers	CA 1 Music CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.
PK.ARTS.9. [MU:Pr4-6.PK] Performs Music	CA 1 Music CA 1.8 Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
a. Performs music with expression (e.g., keeping rhythm using instruments, performing through oral, or visual expression-singing songs, moving in time to the music with dance props or bodily movements)	CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
b. Practices and demonstrates what they like about their own performances	CA 1 Music CA 1.8 Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written

	music or rhythmic patterns.
PK.ARTS.10. [MU:Re7-9.PK] Responds to Music	CA 1 Music CA 1.2 Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.
a. Demonstrates and states personal preference for varied musical selections provided by the teacher	CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.
b. Explores and demonstrates awareness of the contrasts and expressive qualities of music (i.e., voice/sound quality, tone, dynamics, pitch, and tempo)	CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
c. Responds appropriately to aural and visual cues	CA 1 Music CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
PK.ARTS.11. [MU:Cn10-11.PK] Connects to Music	CA 1 Music CA 1.4 Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.
a. Explores and imitates sounds found in the environment	CA 1 Music CA 1.3 Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1.5 Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
b. Imagines and describes places, times, and reasons for making and listening to music	CA 1 Music CA 1.7 Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.
c. Performs/explores folk music from a variety of cultures	SS 1 Culture & Community


	<p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>CA 1 Music CA 1.8 Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.</p>
d. Performs/explores music that tells a story, adding physical movements and/or experimenting with loudness and softness (dynamics) and tempo to add expressivity and enhance story	<p>CA 1 Music CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.</p> <p>CA 2 Dance & Movement CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
THEATER	
PK.ARTS.12. [TH:Cr1-3.PK] Creates Theatrical Arts	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
a. Transitions between imagination and reality in dramatic play	<p>CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
b. Uses non-representational materials to create props, puppets, and costume pieces for dramatic play	<p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
c. Uses gestures, words, sounds, and movements in dramatic play	<p>CA 4 Drama CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
PK.ARTS.13. [TH:Pr4-6.PK] Performs Theatrical Arts	<p>CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.</p>
a. Identifies characters and setting in dramatic play or guided	<p>CA 4 Drama</p>

drama	CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene. CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
b. Engages in dramatic play to tell known stories and newly imagined stories (i.e., re-enacts a story or creates their own story to act out)	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
c. Uses body and voice to communicate emotions in dramatic play	CA 4 Drama CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.
PK.ARTS.14. [TH:Re7-9.PK] Responds to Theatrical Arts	CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
a. Identifies preferences in dramatic play (i.e., express their own feelings, roles, and use of materials)	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
b. Discusses the experiences of characters in dramatic play	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
c. Makes connections between themselves and a character	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
PK.ARTS.15. [TH:Cn10-11.PK] Connects to Theatrical Arts	CA 4 Drama CA 4.7 Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.
a. Identifies the similarities between a story and personal experiences in dramatic play	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.
b. Identifies stories that are similar to one another in dramatic play	CA 4 Drama CA 4.6 With cues, performs a simple preplanned drama. Creates a setting,

	characters and events to tell a story.
c. Tells a short story in dramatic play	CA 4 Drama CA 4.8 Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.
VISUAL ARTS	
PK.ARTS.16. [VA:Cr1-3.PK] Creates Visual Arts	CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
a. Engages in self-directed imaginative play with a variety of materials and/or art-making tools	CA 3 Visual Arts CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings. CA 4 Drama CA 4.5 Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.
b. Creates, shares and/or talks about art that communicates a familiar place or object (e.g., using blocks to build a castle or clay to create a snake)	CA 3 Visual Arts CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
c. Shares and talks about personal artwork	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
PK.ARTS.17. [VA:Pr4-6.PK] Presents Visual Arts	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
a. Selects art objects for saving or display, explaining why they are chosen	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
b. Identifies places, both inside and outside of school, where art	CA 3 Visual Arts

can be displayed or saved	CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.
PK.ARTS.18. [VA:Re7-9.PK] Responds to Visual Arts	CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
a. Recognizes and shares preferences and/or reactions to art in one's environment	CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. SED 1 Self-Awareness SED 1.5 Describes and compares preferences of self and others.
b. Distinguishes between images and real objects	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
c. Selects a preferred artwork	SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option.
PK.ARTS.19. [Cn10-11.PK] Connects to Visual Arts	CA 3 Visual Arts CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
a. Imagines, invents, and creates art that tells a story about life	CA 3 Visual Arts CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.
b. Recognizes that people make works of art and design	CA 3 Visual Arts CA 3.8 Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.


Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K	Young School-Age				
Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social & Emotional Development	SED 1 Self-Awareness	Explores self and others by using senses.	Recognizes self in photos or in a mirror.	Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.	When given two to three options, chooses his/her most desired option.	Describes and compares 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.
	SED 2 Self-Regulation	Calms with support from caregiver. Responds as caregiver takes care of his/her needs. Reacts to changes in routine.	Shows a range of emotions with facial expressions and gestures. Soothes self by seeking a familiar adult or thing. Redirects to a new activity with help from caregivers.	Experiments and role-plays with a range of emotions. Recognizes when the typical routine is not followed and identifies the change.	Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.	Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.	Anticipates an emotional response that may result from a given situation. Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.
	SED 3 Attention & Persistence	Focuses for a short time on a person, sound or thing. Shifts attention from one person or thing to another.	Participates in daily routines or familiar activities. 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. Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.	Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.	Sustains focus for at least 30 minutes even if there are distractions. Shows respect for others' personal space and belongings.	Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.
	SED 4 Social Relationships	Responds to primary caregivers through eye contact and gentle touch. Adjusts behavior according to emotional or facial response of a familiar person. Enjoys turn-taking games such as peekaboo.	Greets and stays near familiar people. Mimics facial expressions of others. Explores people and their features side-by-side in a book or a mirror.	Identifies and plays side-by-side with a new or familiar person. Demonstrates concern for someone who is sad. Identifies differences between self and others. Participates in an activity when asked.	Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.	Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.	Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.	Describes how to build positive relationships. Explains how roles within groups change over time. Shows empathy to those who are sad, lonely or discouraged.	Describes different types of relationships. Works collaboratively in group and encourages others to include or help another person. Demonstrates respect for people who may look or act differently.

	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Physical Development	PD 1 Gross Motor	Sits independently and pulls self into a standing position. Kicks or grabs from a seated or lying position.	Walks and climbs. Carries, drags, kicks and tosses objects.	Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.	Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.	Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.	Skips confidently, gallops and slides side to side. Changes direction and speed of movement.	Balances on a variety of objects. Kicks or strikes moving objects with aim and accuracy. Leaps. Stops at a boundary.	Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.
	PD 2 Fine Motor	Reaches for objects in sight. Uses arms or legs to make contact with an object.	Purposefully grasps objects with finger and thumb. Uses hands to accomplish tasks such as feeding self.	Opens, closes, twists and pulls objects with one or both hands.	Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, e.g., fabric, cardstock.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
	PD 3 Safety	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Seeks opportunities to help others. Tries to solve own social problems.	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 and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.
	PD 4 Personal Care	Receives appropriate healthcare from caregivers. Responds when physical needs are not met.	Recognizes the difference between dirty and clean. Points to body parts when prompted. Participates in taking care of some personal needs, such as feeding self.	With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.	Describes the function of basic body parts. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs and understands that all people have needs.	Explains how germs spread and describes simple strategies for preventing the spread. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Regulates personal needs for nutrition, activity and rest with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious and noncommunicable diseases.	Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.	Explains how feeling well is related to proper nutrition, exercise and rest. Describes how to deal with health concerns of self and others.
	PD 5 Nutrition	Cries when hungry or tired.	Communicates when hungry, thirsty or tired. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self soft foods with spoon or other utensil.	Identifies food and serves a portion into bowl or plate. Feeds self.	Identifies food groups and sorts food. Chooses between two appropriate food options.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 LLD 1 Listening	Turns head toward the person speaking and makes gestures and/or vocalizations in response. Responds to conversation in environment and imitates actions.	Shows understanding of a variety of single familiar words. Points at named objects or body parts. With prompts and gestures, follows a one-step direction.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.	Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally. Remembers and follows previous rules or directions shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally. Responds to verbal statements that have implied directions or requests.
LLD 2 Communication	Mimics single sounds. Uses vocalizations and gestures to communicate.	Says one- to two-word sentences. Repeats words heard frequently in environment. Uses a few words and word-like sounds to communicate.	Says two- to four-word sentences and repeats short phrases. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas.	Speaks in sentences but does not follow grammatical rules. Describes familiar people, places and objects. Asks simple questions and stays on topic for two to three exchanges.	Speaks in simple complete sentences. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.	Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.	Communicates by using simple and compound sentences. Uses verb tenses. Identifies words with similar meaning. Stays on topic while talking and sharing ideas and feelings.	Communicates using conjugated verbs. Uses expression and tone to communicate meaning. Explains the difference between two closely related words.
LLD 3 Phonological Awareness	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.
LLD 4 Alphabetic Knowledge	Looks for familiar people and objects when given their names. Babbles or repeats sounds.	Identifies a familiar object or person when shown a drawing or photo. Points at words printed on a page and pretends to read aloud.	Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name.	Recognizes some common words in print; such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds. When shown a two- or three-letter word, can find it in print.	Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes the letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
LLD 5 Concepts of Print	Looks at or points to pictures. Opens and 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, e.g., 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.
LLD 6 Reading Comprehension	Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.	Points to pictures and repeats words from familiar stories. Answers "where" questions by pointing.	Talks about pictures and ideas in familiar stories. Answers "what" questions about stories and books. Recalls the name of the main character.	Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.	With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Makes many text-to-text, self, and real-world connections. Compares similarities and differences between texts. Retells stories with key details. Discusses setting, characters and events.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. Summarizes texts and their messages. Describes the points of view of various characters.
LLD 7 Writing	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. Scribbles or draws marks as a representation of an object or person.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.	Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
 MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
MR 3 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.
MR 4 Measurement	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 nonstandard 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 the 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.
MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	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.
MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	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.
MR 7 Logic & Reasoning	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 or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	Looks for a person or toy that has moved out of sight. Reacts to changes.	Asks one- to two-word questions. Uses senses to explore environment.	Identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.	Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.
	SCI 2 Natural & Earth Science	Explores immediate environment using senses. Reacts to weather changes in immediate environment.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. Identifies the climate and weather in the immediate environment.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season and explains how weather affects personal life.	Describes how living things obtain what they need to survive. Groups living things by similar features. Explains that different places have disparate kinds of weather and climates.	Describes how an organism's features and surroundings help it survive. Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species. Describes how the sun and movements of the earth affect climate.
	SCI 3 Physical Science	Uses senses to explore objects in immediate environment. Kicks feet or shakes arms to make other objects move.	Reacts to changes in texture, smell, sound or sight. 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. Describes basic physical properties of objects and materials in immediate environment.	Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.	Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Social Studies	SS 1 Culture & Community	Recognizes family members and 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. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	SS 2 Civics & Economics	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	SS 3 Geography	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	SS 4 History & Sense of Time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
Creative Arts	CA 1 Music	Responds to sounds. Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing.	Claps to beat (not always consistently). Understands difference of singing and speaking voices. Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.	Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music.	Maintains rhythm in various meter groupings. Participates in call-and-response and two-part rounds. Experiments and performs self-written music or rhythmic patterns.
	CA 2 Dance & Movement	Moves body in a variety of ways. Uses body language to express feelings.	Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate.	Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.	Describes and demonstrates multiple ways to move body parts. Moves to the beat. Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.	Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.	Recalls and dances a sequence of two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences. Describes how dances and movements express certain ideas or feelings.
	CA 3 Visual Arts	Explores materials using gross motor movements and senses. Expresses emotions while exploring materials.	Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.	Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.	Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.	Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.	Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.	Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.
	CA 4 Drama	Imitates simple movements and facial expressions. Responds to props or puppets.	Mimics observed behaviors and words. Mimics the use of familiar objects.	Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	Assigns roles and plays out unscripted scenes in dramatic play. Uses a combination of real and imaginary props or characters to play out a scene.	With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details. Integrates emotion into performance.	Rehearses, memorizes and performs a short play. Plans a story and creates costumes, settings or props to create a mood or environment.