

Alignment  
of the

# Experience Early Learning Skills

with

Texas Prekindergarten 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 **Texas Prekindergarten Standards** with the Developmental Continuum of the Experience Early Learning Skills. For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).



Texas Prekindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

<p><b>1. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</b></p>	
<p><b>A. Self Concept Skills</b></p>	
<p>I.A.1. Child is aware of where own body is in space, respects personal boundaries.</p> <p>I.A.2. Child shows self awareness and can express pride in age appropriate abilities and skills.</p> <p>I.A.3. Child shows reasonable opinion of his own abilities and limitations.</p> <p>I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.</p>	<p><b>SED 1 Self-Awareness</b>                  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 1.8 Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p> <p><b>SED 3 Attention &amp; Persistence</b>                  SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p><b>B. Self Regulation Skills</b></p>	
<p>1.Behavior Control</p>	
<p>I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.</p> <p>I.B.1.b. Child takes care of and manages classroom materials.</p> <p>I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.</p>	<p><b>SS 2 Civics &amp; Economics</b>                  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><b>SED 3 Attention &amp; Persistence</b>                  SED 3.6 Sustains focus for at least 10 minutes even if there are distractions. Takes care of own needs and personal belongings.</p> <p><b>SED 2 Self-Regulation</b>                  SED 2.8 Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p>
<p>2.Emotional Control</p>	
<p>I.B.2.a. Child begins to understand difference and connection between feelings and behaviors.</p>	<p><b>SED 2 Self-Regulation</b></p>

<p>I.B.2.b. Child can communicate basic emotions/feelings.</p> <p>I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<p>SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>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.</p>
<p>3. Control of Attention</p>	
<p>I.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.</p> <p>I.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.</p>	<p><b>SED 3 Attention &amp; Persistence</b></p> <p>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.</p> <p>SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
<p><b>C. Relationships with Others</b></p>	
<p>I.C.1. Child uses effective verbal and non verbal communication skills to build relationships with teachers/adults.</p> <p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p> <p>I.C.3. Child shows competence in initiating social interactions.</p> <p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p> <p>I.C.5. Child initiates problem solving strategies and seeks adult help when necessary.</p> <p>I.C.6. Child demonstrates empathy and caring for others.</p> <p>I.C.7. Child interacts with a variety of playmates and may have preferred friends.</p>	<p><b>SED 4 Social Relationships</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>PD 3 Safety</b></p> <p>PD 3.4 Seeks opportunities to help others. Tries to solve own social problems.</p> <p><b>SS 2 Civics &amp; Economics</b></p> <p>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><b>D. Social Awareness</b></p>	
<p>.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<p><b>SED 1 Self-Awareness</b>                  SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p><b>SS 2 Civics &amp; Economics</b>                  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>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.</p> <p>SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>
<p><b>2. <u>LANGUAGE AND COMMUNICATION DOMAIN</u></b></p>	
<p><b>A. Listening Comprehension</b></p>	
<p>II.A.1. Child shows understanding [of what is said by others] by responding appropriately.</p> <p>II.A.2. Child shows understanding by following two-step oral directions and usually follows three step directions.</p> <p>II.A.3. Child shows understanding of the language being spoken by teachers and peers.</p>	<p><b>LLD 1 Listening</b>                  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>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><b>LLD 2 Communication</b>                  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.</p>

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<b>B. Speaking (Conversation) Skills</b>	
<p>II.B.1. Child is able to use language for different purposes.</p> <p>II.B.2. Child engages in conversations in appropriate ways.</p> <p>II.B.3. Child provides appropriate information for various situations.</p> <p>II.B.4. Child demonstrates knowledge of verbal conversational rules.</p> <p>II.B.5. Child demonstrates knowledge of nonverbal conversational rules</p> <p>II.B.6. Child matches language to social contexts.</p>	<p><b>LLD 1 Listening</b>                      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>LLD 2 Communication</b>                      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>C. Speech Production</b>	
<p>II.C.1. Child's speech is understood by both the teacher and other adults in the school.</p> <p>II.C.2. Child perceives differences between similar sounding words.</p> <p>II.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).</p>	<p><b>LLD 2 Communication</b>                      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.</p> <p><b>LLD 3 Phonological Awareness</b>                      LLD 3.3 Shows awareness of separate words in spoken language.</p>

	<p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>
<p><b>D. Vocabulary</b></p>	
<p>II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.</p> <p>II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.</p> <p>II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.</p> <p>II.D.4. Child uses a large speaking vocabulary, adding several new words daily.</p> <p>II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.</p> <p>II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)</p>	<p><b>LLD 1 Listening</b></p> <p>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>LLD 2 Communication</b></p> <p>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>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> <p>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> <p>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.</p>
<p><b>E. Sentences and Structure Skills</b></p>	
<p>II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.</p> <p>II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p> <p>II.E.3. Child uses sentences with more than one phrase.</p> <p>II.E.4. Child combines more than one idea using complex sentences.</p> <p>II.E.5. Child combines sentences that give lots of detail, sticks to the topic, and clearly</p>	<p><b>LLD 2 Communication</b></p> <p>LLD 2.1 Mimics single sounds. Uses vocalizations and gestures to communicate.</p> <p>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> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses</p>

<p>communicates intended meaning.</p> <p>II.E.6. Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).</p> <p>II.E.7. Child uses single words and simple phrases to communicate meaning in social situations.</p> <p>II.E.8. Child attempts to use new vocabulary and grammar in speech.</p>	<p>new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>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.</p> <p><b>SS 4 History &amp; Sense of Time</b>                  SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p><b>3. EMERGING LITERACY: READING DOMAIN</b></p>	
<p><b>A. Motivation to Read</b></p>	
<p>III.A.1. Child engages in pre-reading [early reading] and reading-related activities.</p> <p>III.A.2. Child self-selects books and other written materials to engage in prereading behaviors.</p> <p>III.A.3. Child recognizes that text has meaning.</p>	<p><b>LLD 5 Concepts of Print</b>                  LLD 5.1 Looks at or points to pictures. Opens and closes books.</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p><b>LLD 6 Reading Comprehension</b>                  LLD 6.1 Interacts by reaching for or patting when a book is read. Holds book and looks intently at each page.</p> <p>LLD 6.2 Points to pictures and repeats words from familiar stories. Answers “where” questions by pointing.</p> <p>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><b>B. Phonological Awareness</b></p>	
<p>III.B.1. Child separates a normally spoken four-word sentence into individual words.</p> <p>III.B.2. Child combines words to make a compound word.</p> <p>III. B.3. Child deletes a word from a compound word.</p> <p>III.B.4. Child blends syllables into words.</p> <p>III.B.5. Child can segment a syllable from a word.</p> <p>III.B.6. Child can recognize rhyming words.</p> <p>III.B.7. Child can produce a word that begins with the same sound as a given pair of words.</p> <p>III.B.8. Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one syllable word with and without pictorial support.</p> <p>III.B.9. Child recognizes and blends spoken phonemes into one syllable words with pictorial support.</p>	<p><b>LLD 3 Phonological Awareness</b></p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD 3.8 Manipulates, substitutes and deletes sounds in words.</p> <p><b>LLD 2 Communication</b></p> <p>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> <p>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.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>LLD 4.7 Reads and decodes root words with inflectional endings, e.g., -ed, -ing, -s. Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.</p>
<p><b>C. Alphabet Knowledge</b></p>	
<p>III.C.1. Child names at least 20 upper and at least 20 lower case letters in the language of instruction.</p> <p>III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p>	<p><b>LLD 5 Concept of Print</b></p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p><b>LLD 4 Alphabetic Knowledge</b></p> <p>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> <p>LLD 4.5 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.</p>

<b>D. Comprehension of Text Read Aloud Skills</b>	
<p>III.D.1. Child retells or reenacts a story after it is read aloud.</p> <p>III.D.2. Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.</p> <p>III.D.3. Child asks and responds to questions relevant to the text read aloud.</p> <p>III.D.4. Child will make inferences and predictions about text.</p>	<p><b>LLD 6 Reading Comprehension</b></p> <p>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>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 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.</p>
<b>E. Print Concepts</b>	
<p>III.E.1 Child can distinguish between elements of print including letters, words, and pictures.</p> <p>III.E.2 Child demonstrates understanding of print directionality including left to right and top to bottom.</p> <p>III.E.3 Child can identify some conventional features of print that communicate meaning including end punctuation and case.</p>	<p><b>LLD 5 Concepts of Print</b></p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p>
<b>4. EMERGING LITERACY : WRITING DOMAIN</b>	
<b>A. Motivation to Write</b>	
<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p> <p>IV.A.2 Child independently writes to communicate his/her ideas for a variety of purposes.</p>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.1 Explores writing materials.</p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with</p>

	<p>increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 7.5 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>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.</p> <p>LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p>
<p><b>B. Writing as a Process</b></p>	
<p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p> <p>IV.B. 2. Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.</p> <p>IV. B.3 Child shares and celebrates class made and individual written products.</p>	<p><b>SED 4 Social Relationships</b></p> <p>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.</p> <p>SED 4.6 Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>SED 4.8 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.</p> <p><b>SED 3 Attention &amp; Persistence</b></p> <p>SED 3.8 Sustains focus for 45 minutes even if there are distractions. Takes care of self or another while considering the needs of the greater group.</p>
<p><b>C. Conventions in Writing</b></p>	
<p>IV.C.1. Child writes own name (first name or frequent nickname) using legible letters in proper sequence.</p> <p>IV. C. 2 Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.</p> <p>IV.C.3 Child independently uses letters to make words or parts of words.</p>	<p><b>LLD 7 Writing</b></p> <p>LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses</p>

<p>IV. C 4. Child uses appropriate directionality when writing (top to bottom, left to right).</p> <p>IV.C.5. Child begins to experiment with punctuation when writing.</p>	<p>inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.</p> <p>LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.</p> <p><b>LLD 5 Concepts of Print</b> LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p><b>5. MATHEMATICS DOMAIN</b></p>	
<p><b>A. Counting Skills</b></p>	
<p>V.A.1. Child knows that objects, or parts of an object, can be counted.</p> <p>V.A.2. Child uses words to rote count from 1 to 30.</p> <p>V.A.3. Child counts 1-10 items, with one count per item.</p> <p>V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.</p> <p>V.A.5. Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.</p> <p>V.A.6. Child demonstrates understanding that when counting, the items can be chosen in any order.</p> <p>V.A.7. Child uses the verbal ordinal terms.</p> <p>V.A.8. Child verbally identifies, without counting, the number of objects from 1 to 5.</p> <p>V.A.9. Child recognizes one-digit numerals, 0-9.</p>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.3 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.</p> <p>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> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 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., <math>7 = 3 + 4</math> just as <math>7 = 2 + 5</math>.</p>
<p><b>B. Adding To/Taking Away Skills</b></p>	
<p>V.B.1. Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.</p> <p>V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0–5</p>	<p><b>MR 1 Number Sense</b></p> <p>MR 1.3 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</p>

<p>objects from a set.</p> <p>V.B.3. Child uses informal strategies to separate up to 10 items into equal groups.</p>	<p>removes from group as prompted.</p> <p>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> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p><b>C. Geometry and Spatial Sense Skills</b></p>	
<p>V.C.1. Child names common shapes.</p> <p>V.C.2. Child creates shapes.</p> <p>V.C.3. Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.).</p> <p>V.C.4. Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.</p>	<p><b>MR 3 Shapes</b></p> <p>MR 3.4 Identifies four to six basic geometric shapes.</p> <p>MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p> <p><b>MR 6 Classification</b></p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p><b>MR 2 Spatial Awareness</b></p> <p>MR 2.4 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.</p> <p>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.</p> <p>MR 2.7 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.</p>
<p><b>D. Measurement Skills</b></p>	
<p>V.D.1. Child recognizes and compares heights or lengths of people or objects.</p> <p>V.D.2. Child recognizes how much can be placed within an object.</p> <p>V.D.3. Child informally recognizes and compares weights of objects or people.</p> <p>V.D.4. Child uses language to describe concepts associated with the passing of time.</p>	<p><b>MR 4 Measurement</b></p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or</p>

	<p>volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.7 Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.</p>
<p><b>E. Classification and Patterns Skills</b></p>	
<p>V.E.1. Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.</p> <p>V.E.2. Child collects data and organizes it in a graphic representation.</p> <p>V.E.3. Child recognizes and creates patterns.</p>	<p><b>MR 6 Classification</b></p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.8 Uses graphs and charts to represent data sorted in up to four categories.</p> <p><b>MR 5 Patterns</b></p> <p>MR 5.3 Copies patterns with two steps, such as red-blue, red-blue.</p> <p>MR 5.4 Creates and extends two-step patterns.</p> <p>MR 5.5 Creates and extends three- and four-step patterns and plays complex memory games.</p>
<p><b>6. SCIENCE</b></p>	
<p><b>A. Physical Science Skills</b></p>	
<p>VI.A.1. Child observes, investigates describes, and discusses properties and characteristics of common objects.</p> <p>VI.A.2. Child observes, investigates describes and discusses position and motion of objects.</p> <p>VI.A.3. Child uses simple measuring devices to learn about objects.</p> <p>VI.A.4. Child observes investigates describes and discusses sources of energy including light, heat, and electricity.</p>	<p><b>MR 6 Classification</b></p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b></p> <p>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>SCI 1.5 Asks questions or shows curiosity about scientific phenomenon.</p>

	<p>Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p>
<p><b>B. Life Sciences Skills</b></p>	
<p>VI.B.1. Child observes, investigates, describes and discusses the characteristics of organisms.</p> <p>VI.B.2. Child describes life cycles of organisms</p> <p>VI.B.3. Child observes, investigates, describes and discusses the relationship of organisms to their environments.</p>	<p><b>SCI 2 Natural and Earth Science</b></p> <p>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.</p> <p>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 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><b>C. Earth and Space Science Skills</b></p>	
<p>VI.C.1. Child observes, investigates, describes and discusses earth materials, and their properties and uses.</p> <p>VI.C.2. Child identifies, observes, and discusses objects in the sky.</p> <p>VI.C.3. Child observes and describes what happens during changes in the earth and sky.</p> <p>VI.C.4 Child demonstrates the importance of caring for our environment and our planet.</p>	<p><b>SCI 2 Natural and Earth Science</b></p> <p>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.</p> <p>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 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><b>7. SOCIAL STUDIES DOMAIN</b></p>	
<p><b>A. People, Past and Present Skills</b></p>	
<p>VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.</p> <p>VII.A.2. Child identifies similarities and differences in characteristics of families.</p> <p>VII.A.3. Child connects their life to events, time, and routines.</p>	<p><b>SS 4 History &amp; Sense of Time</b>                  SS 4.4 Recalls information and events from the past.                  SS 4.5 Uses language of time to describe familiar sequences of events.                  SS 4.6 Retells historical, fictional or past events or stories.</p> <p><b>SCI 1 Investigation &amp; Inquiry</b>                  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><b>B. Economic Skills</b></p>	
<p>VII.B.1. Child demonstrates that all people need food, clothing, and shelter.</p> <p>VII.B.2. Child participates in activities to help become aware of what it means to be a consumer.</p> <p>VII.B.3. Child discusses the roles and responsibilities of community workers.</p>	<p><b>SCI 2 Natural and Earth Science</b>                  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.</p> <p><b>SS 1 Culture &amp; Community</b>                  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><b>SS 2 Civics &amp; Economics</b>                  .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.                  SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>
<p><b>C. Geography Skills</b></p>	
<p>VII.C.1. Child identifies and creates common features in the natural environment.</p>	<p><b>SS 3 Geography</b></p>




<p>VII.C.2. Child explores geography tools and resources.</p>	<p>SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma’s. Follows a path.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>
<p><b>D. Citizenship Skills</b></p>	
<p>VII.D.1. Child identifies flags of the United States and Texas.</p> <p>VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.</p> <p>VII.D.3. The child engages in voting as a method for group decision-making.</p>	<p><b>SS 3 Geography</b>                  SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p><b>SS 2 Civics &amp; Economics</b>                  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.</p> <p><b>SS 1 Culture &amp; Community</b>                  Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>
<p><b>8. FINE ARTS DOMAIN</b></p>	
<p><b>A. Art Skills</b></p>	
<p>VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.</p> <p>VIII.A.2. Child uses art as a form of creative self-expression and representation.</p> <p>VIII.A.3. Child demonstrates interest in and shows appreciation for the creative work of others.</p>	<p><b>CA 3 Visual Arts</b>                  CA 3.2 Uses hands and feet to explore a variety of media. Scribbles, colors or paints intentionally on paper.</p> <p>CA 3.3 Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 3.7 Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
<p><b>B. Music Skills</b></p>	
<p>VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.</p> <p>VIII.B.2. Child responds to different musical styles through movement and play.</p>	<p><b>CA 2 Dance &amp; Movement</b>                  CA 2.3 Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>

	<p>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> <p><b>CA 1 Music</b>                  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><b>C. Dramatic Expression Skills</b></p>	
<p>VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.</p>	<p><b>SS 4 History &amp; Sense of Time</b>                  SS 4.4 Recalls information and events from the past.</p> <p><b>CA 4 Drama</b>                  CA 4.3 Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.</p>
<p><b>9. <u>PHYSICAL DEVELOPMENT DOMAIN</u></b></p>	
<p><b>A. Gross Motor Development Skills</b></p>	
<p>IX.A.1. Child demonstrates coordination and balance in isolation [by himself] (may not yet coordinate consistently with a partner).</p> <p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<p><b>PD 1 Gross Motor</b>                  PD1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
<p><b>B. Fine–Motor Development Skills</b></p>	
<p>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</p> <p>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</p>	<p><b>PD 2 Fine Motor</b>                  PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.</p> <p>PD 2.5 Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.</p> <p><b>LLD 7 Writing</b></p>

	LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.
<b>C. Personal Safety and Health Skills</b>	
<p>IX.C.1. Child practices good habits of personal safety.</p> <p>IX.C.2. Child practices good habits of personal health and hygiene.</p> <p>IX.C.3. Child identifies good habits of nutrition and exercise.</p>	<p><b>PD 3 Safety</b>            PD 3.2 Responds to possible dangers in environment and avoids them when prompted.</p> <p>PD 3.3 Follows simple safety rules.</p> <p><b>PD 4 Personal Care</b>            PD 4.2 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.</p> <p>PD 4.3 With help, participates in healthy habits and healthcare routines. Names body parts. Describes basic personal needs.</p> <p>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 4.7 Explains the importance of nutrition, exercise and rest in maintaining wellness. Maintains personal hygiene with few reminders.</p>
<b>10. TECHNOLOGY APPLICATIONS DOMAIN</b>	
<b>Technology and Devices Skills</b>	
<p>X.A.1. Child opens and navigates through digital learning applications and programs.</p> <p>X.A.2. Child uses, operates, and names a variety of digital tools.</p> <p>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</p> <p>X.A.4. Child uses technology to access appropriate information.</p> <p>X.A.5. Child practices safe behavior while using digital tools and resources.</p>	<p><b>SCI 4 Technology</b>            SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys.</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>

	SCI 4.7 Identifies which tools can best help save time, solve a problem or increase enjoyment.
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# 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	
 <b>Social &amp; Emotional Development</b>	<b>SED 1 Self-Awareness</b>	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.
	<b>SED 2 Self-Regulation</b>	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.
	<b>SED 3 Attention &amp; Persistence</b>	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.
	<b>SED 4 Social Relationships</b>	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	<b>PD 1 Gross Motor</b>	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.
	<b>PD 2 Fine Motor</b>	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.
	<b>PD 3 Safety</b>	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.
	<b>PD 4 Personal Care</b>	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.
	<b>PD 5 Nutrition</b>	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
<b>LLD 1 Listening</b>	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.
<b>LLD 2 Communication</b>	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.
<b>LLD 3 Phonological Awareness</b>	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
<b>LLD 4 Alphabetic Knowledge</b>	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.
<b>LLD 5 Concepts of Print</b>	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.
<b>LLD 6 Reading Comprehension</b>	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.
<b>LLD 7 Writing</b>	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
 <b>MR 1 Number Sense</b>	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.
<b>MR 2 Spatial Awareness</b>	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.
<b>MR 3 Shapes</b>	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
<b>MR 4 Measurement</b>	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses 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.
<b>MR 5 Patterns</b>	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.
<b>MR 6 Classification</b>	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.
<b>MR 7 Logic &amp; Reasoning</b>	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
 <b>SCI 1 Investigation &amp; Inquiry</b>	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.
<b>SCI 2 Natural &amp; Earth Science</b>	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.
<b>SCI 3 Physical Science</b>	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.

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 <b>Social Studies</b>	<b>SS 1 Culture &amp; Community</b>	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.
	<b>SS 2 Civics &amp; Economics</b>	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.
	<b>SS 3 Geography</b>	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.
	<b>SS 4 History &amp; Sense of Time</b>	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	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	<b>CA 1 Music</b>	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.
	<b>CA 2 Dance &amp; Movement</b>	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.
	<b>CA 3 Visual Arts</b>	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.
	<b>CA 4 Drama</b>	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.