



Alignment of the
Experience Early Learning Skills
with
New Hampshire Pre-Kindergarten Standards





The Developmental Continuum of the Experience Early Learning Skills

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

The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time and trigger a reorganization of the child's cognitive, social, emotional and physical processes (Emde, 1989).

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

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



For more information about the research basis of the Experience Early Learning Skills please reference the Research Foundation Book, Edition 2.



New Hampshire Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

Social and Emotional Development	
Self-esteem	
<ul style="list-style-type: none"> • Continue to seek adult attention and recognition of what they know and can do • Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”) 	<p>SED 4 Social Relationships 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 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. Describes and compares preferences of self and others.</p>
Self-confidence	
<ul style="list-style-type: none"> • Are confident, self-directed, purposeful and inventive in play 	<p>SED 2 Self-Regulation Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>SED 4 Social Relationships 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>
Social identity	
<ul style="list-style-type: none"> • Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”) • Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.) 	<p>SED 1 Self-Awareness Describes and compares preferences of self and others.</p> <p>SS 1 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p>

Relationships with primary caregivers and less familiar adults	
<ul style="list-style-type: none"> • Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults • Seek adult help when needed for emotional support, physical assistance, social interaction, and approval • Imitate familiar adults in culturally appropriate ways in everyday situations 	<p>SED 4 Social Relationships 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. Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>
Relationships and social skills with peers	
<ul style="list-style-type: none"> • Approach others with expectations of positive interactions • Build skills needed to participate successfully as a member of a group, such as taking turns • Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance • Develop friendships, sometimes based on shared interests or characteristics 	<p>SED 4 Social Relationships 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.</p> <p>SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Recognition and understanding of others' feelings	
<ul style="list-style-type: none"> • Begin to understand the reasons for others' emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, "You'll get to play with it next time.") 	<p>SED 2 Self-Regulation Identifies and explains personal feelings. Describes appropriate responses to different emotions. Transitions from one activity to the next and helps others through the transition.</p> <p>SED 4 Social Relationships Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p>
Behavioral regulation	
<ul style="list-style-type: none"> • Begin to be able to stop undesirable behaviors on their own or 	<p>SED 2 Self-Regulation</p>

with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")	Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Emotional expression	
<ul style="list-style-type: none"> • Demonstrate increasing competencies in recognizing and describing their own emotions • Explore emotions in various ways (through play, art, music, and dance) 	<p>SED 2 Self-Regulation</p> <p>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.</p>
Emotional Regulation	
<ul style="list-style-type: none"> • May still have difficulty regulating strong emotions • Increasingly use words instead of actions to express their emotions 	<p>SED 2 Self-Regulation</p> <p>Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p>
Language Development and Emergent Literacy	
Receptive verbal communication	
<ul style="list-style-type: none"> • Listen with understanding to stories, directions, and conversations • Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe 	<p>LLD 1 Listening</p> <p>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.</p>
Non-verbal communication	
<ul style="list-style-type: none"> • Understand non-verbal cues • Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.) 	<p>LLD 2 Communication</p> <p>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>

Pragmatics and social language	
<ul style="list-style-type: none"> • Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, “Can I please have the purple crayon?”) • With adult support, can take turns in conversations and group discussions 	<p>LLD 2 Communication 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.</p>
Vocabulary development	
<ul style="list-style-type: none"> • Use increasingly complex and varied vocabulary and language • Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, “The end”, when she finishes her snack.) 	<p>LLD 2 Communication 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>
Expressive language or speaking, and meaning and linguistic concepts	
<ul style="list-style-type: none"> • Speak clearly enough to be understood • Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.) • Ask questions and initiate and respond in conversations with others • Tell stories with multiple characters and events 	<p>LLD 2 Communication 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.</p>
Participation in language and literacy activities	
<ul style="list-style-type: none"> • Learn new information from books being read to them • Ask for a story to be read and respond to stories told or read aloud • Respond to adult questions about a book or story 	<p>LLD 1 Listening 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>

<ul style="list-style-type: none"> • Ask questions about a book or story • Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.) 	<p>LLD 6 Reading Comprehension 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>
<p>Narrative and story sense</p>	
<ul style="list-style-type: none"> • Guess what will happen next in a story using pictures as a guide • Tell their own stories 	<p>LLD 6 Reading Comprehension 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 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>Comprehension and interpretation</p>	
<ul style="list-style-type: none"> • Represent stories told or read aloud through a variety of media or in play • Use their own words to retell a simple familiar story while looking at a book • Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.) 	<p>LLD 6 Reading Comprehension 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.</p>
<p>Interest in and appreciation of reading</p>	
<ul style="list-style-type: none"> • Select favorite books, authors, or illustrators • Request or respond to informational books on favorite topics 	<p>LLD 5 Concept of Print Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>SED 1 Self-Awareness When given two to three options, chooses his/her most desired option.</p>
<p>Phonological awareness</p>	

<ul style="list-style-type: none"> • Listen to and recognize different sounds in rhymes, songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”) • Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”) • Can distinguish the beginning sounds of some words 	<p>LLD 3 Phonological Awareness</p> <p>Shows awareness of separate words in spoken language. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words.</p>
<p>Book awareness</p>	
<ul style="list-style-type: none"> • Identify parts of books such as cover, first page, and title • Understand that print carries a message 	<p>LLD 5 Concept of Print</p> <p>Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>Print and alphabet awareness</p>	
<ul style="list-style-type: none"> • Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children’s names on their cubbies. She exclaims, “Hey, Autumn starts the same as me!”) • Begin to associate sounds with words or letters • Understand that specific symbols are used to communicate in writing 	<p>LLD 4 Alphabetic Knowledge</p> <p>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.</p> <p>LLD 5 Concept of Print</p> <p>Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>Interest in and emergent writing</p>	
<ul style="list-style-type: none"> • Understand that writing is a way of communicating • Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas • Engage in writing using letter-like symbols to make letters or words 	<p>LLD 7 Writing</p> <p>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.</p>

<ul style="list-style-type: none"> • Begin to copy or write their own name 	
<p>Cognitive Development – Early Numeracy</p>	
<p>Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting</p>	
<p><i>Develop progressively more complex knowledge and skills about numbers, in the following sequence:</i></p> <ul style="list-style-type: none"> • Identify by sight how many are in a small group of up to 3 items • Demonstrate understanding of one-to-one correspondence • Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, “How many cars do you have?” she answers, “Four.”) • Count objects in two different collections (up to ten in each) to determine which is the larger one • Can answer the question “What comes after...” a number without having to recount (E.g. When asked, “What comes after five,” Sawyer says, “Six,” without having to count up from one.) • Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, “I have five blocks.”) *While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age. • Begin to recognize and attempt to write numerals up to 10 	<p>MR 1 Number Sense</p> <p>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.</p>
<p>Shapes and their attributes, position, comparing and contrasting two or more objects, and distance</p>	
<ul style="list-style-type: none"> • Use words that show understanding of order and position of 	<p>MR 2 Spatial Awareness</p>

<p>objects</p> <ul style="list-style-type: none"> • Identify and name common shapes • Describes basic features of shapes (E.g. Finnley says, “This triangle has three sides and this square has four sides.”) • Compare the shape of two objects (E.g. Reanna draws two round shapes and says, “This one is an oval and this one is a circle.”) 	<p>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> <p>MR 3 Shapes Identifies four to six basic geometric shapes. Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>Size, volume, quantity, and other measurable qualities, and the tools to measure them</p>	
<ul style="list-style-type: none"> • Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, “You’re 40 cubes tall.”) • Make comparison such as bigger or smaller between two groups of objects • Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.) 	<p>MR 4 Measurement 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.</p> <p>SS 4 History & Sense of Time Uses language of time to describe familiar sequences of events.</p>
<p>Recognizing or creating planned or random repetitions, and comparisons</p>	
<ul style="list-style-type: none"> • Order or sequence several objects based on one characteristic • Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.) 	<p>MR 6 Classification Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p> <p>MR 5 Patterns Creates and extends two-step patterns.</p>
<p>Gathering, organizing, and analyzing information, drawing conclusions to make sense of the world</p>	
<ul style="list-style-type: none"> • Sort objects and count and compare the groups formed (E.g. Carlo says, “There are 3 brown teddy bears and 4 black teddy bears.”) 	<p>MR 6 Classification Sorts objects by more than one feature and explains why. Identifies, sorts and classifies objects by at least two features.</p>

<ul style="list-style-type: none"> Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.) 	<p>SCI 1 Investigation & Inquiry 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.</p>
Concept of time as it relates to daily routines, and sequencing of events	
<ul style="list-style-type: none"> Begin to differentiate between yesterday, today, and tomorrow 	<p>SS 4 History & Sense of Time Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p>
<p>Cognitive Development – Science and Social Studies</p>	
Object permanence and representational/ symbolic thought	
<ul style="list-style-type: none"> Talk about things or people that are not present Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings 	<p>LLD 7 Writing 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 2 Dance & Movement Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p> <p>CA 3 Visual Arts Uses various tools and techniques to achieve desired artistic results. Creates art to express ideas, thoughts and feelings.</p>
Physical science, life science, earth and space science, and environmental science	
<ul style="list-style-type: none"> Begin to identify the properties of various living things and what living things need to be able to survive Begin to talk about environmental changes and phenomena (weather, seasons, sun, and moon) Show interest in caring for the earth and environment 	<p>SCI 2 Natural & Earth Science 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</p>

<ul style="list-style-type: none"> • Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.) 	<p>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> <p>SCI 3 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>Social conventions (Rules and expectations, authority and governance)</p>	
<ul style="list-style-type: none"> • Show interest in caring for the classroom environment • Participate in developing classroom rules • Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.) • With guidance from adults, can engage in problem-solving to resolve difference in perspectives 	<p>SS 2 Civics & Economics 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 1 Culture & Community With help, participates in family traditions and customs.</p> <p>PD 3 Safety Seeks opportunities to help others. Tries to solve own social problems.</p>
<p>Self, family, and community (Culture, ethical and human issues)</p>	
<ul style="list-style-type: none"> • Know basic personal information • Are aware of own family relationships and show curiosity about others' families • Notice similarities and differences in people, families, and social groups • Recognize some people, places, and occupations in their communities • Act out family roles and occupations in dramatic play • Show interest in issues of friendship and fairness 	<p>SED 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>SED 4 Social Relationships 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. 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>SS 1 Culture & Community 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.</p>

	<p>CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
Cognitive Development – Approaches to Learning	
Conjecture, scientific inquiry process, curiosity, and sensory exploration	
<ul style="list-style-type: none"> • Observe, wonder, and/or ask questions, make guesses, and explore hypotheses • Use senses and tools/technology to aid in investigation 	<p>SCI 1 Investigation & Inquiry 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.</p> <p>SCI 4 Technology Explores simple machines and interacts with simple electronic and screen toys. Experiments with simple technology to solve problems or accomplish tasks.</p>
Cause and effect	
<ul style="list-style-type: none"> • Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.) • Continue to experiment with cause and effect • Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.) 	<p>MR 7 Logic & Reasoning Experiments with cause and effect. Tries out many possible solutions to a problem.</p> <p>SED 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
Theories about the world and how things work, reflection, critical thinking, and trial and error	
<ul style="list-style-type: none"> • Talk about own ideas, predictions, and plans, building on prior 	SCI 1 Investigation & Inquiry

<p>experiences either self-initiated or guided by adults</p> <ul style="list-style-type: none"> • Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.) 	<p>identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>LLD 2 Communication 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>MR 7 Logic & Reasoning Tries out many possible solutions to a problem.</p>
<p>Cooperative learning</p>	
<ul style="list-style-type: none"> • Work with others to plan or problem solve toward a shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.) 	<p>SED 4 Social Relationships Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.</p> <p>MR 7 Logic & Reasoning Recognizes a problem and asks for help. Tries out many possible solutions to a problem.</p>
<p>Imitation, risk taking, experimentation, spontaneous learning, and play with others</p>	
<ul style="list-style-type: none"> • Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules • Engage in pretend play with others to explore and understand life experience and roles • Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play 	<p>SED 1 Self-Awareness Negotiates to attain personal preference in a situation.</p> <p>CA 4 Drama 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.</p>
<p>Sense of delight and humor</p>	
<ul style="list-style-type: none"> • Show delight in all aspects of play from planning to describing the experience 	<p>SED 4 Social Relationships Initiates play with one or more persons. Offers to help others. Identifies roles of</p>

<ul style="list-style-type: none"> • May play with language including “bathroom” words • Begin to understand simple jokes • May share physical humor with one another 	<p>self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.</p> <p>SCI 1 Investigation & Inquiry identifies personal interests and seeks more information. Investigates an object or group of objects in multiple ways. Shares discoveries with others.</p> <p>LLD 1 Listening 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>Creativity, imagination, and inventiveness</p>	
<ul style="list-style-type: none"> • Tell elaborate stories of their own invention or add details to stories • Create games that continue to evolve as they plan • Pretend to be characters from stories, books, television shows, movies, or their own invention 	<p>LLD 2 Communication 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>MR 7 Logic & Reasoning Uses previous knowledge to determine which solution to try first when solving a problem.</p> <p>LLD 6 Reading Comprehension 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>Adaptability of thought processes, planning, and intentionality</p>	
<ul style="list-style-type: none"> • Begin to show ability to adapt their plans when they can't follow through with their original idea • Can adapt their plan to include other children with adult guidance • Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.) • May ask for help on own or with teacher prompting or seek 	<p>SED 2 Self-Regulation Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress.</p> <p>MR 7 Logic & Reasoning Recognizes a problem and asks for help.</p>

more information when needed	
Working memory and focus and attention	
<ul style="list-style-type: none"> • Pay attention to and remember details • Keep track of more than one thing at a time • Stay focused for longer periods of time on activities that interest them and return to those activities 	<p>SED 3 Attention & Persistence 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. Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.</p>
Motivation, initiative, and persistence	
<ul style="list-style-type: none"> • Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.) • Take the initiative carrying out their own plans and persist until the goal is achieved • May get frustrated if they cannot carry out their goals to the level of mastery they desire 	<p>SED 4 Social Relationships 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 3 Attention & Persistence Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p>
Representational process	
<ul style="list-style-type: none"> • Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.) • Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, “More children have a dog at home than a cat.”) 	<p>CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>MR 6 Classification Answers questions about data or objects sorted in up to three categories.</p>
Physical Development and Health	
Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education	


<ul style="list-style-type: none"> • Participate in a variety of physical activities to enhance personal health and physical fitness • Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.) • Increasingly use eye-hand coordination to perform a variety of tasks 	<p>PD 4 Personal Care 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 1 Gross Motor Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 2 Fine Motor 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.</p>
<p>Gross motor skills</p>	
<ul style="list-style-type: none"> • Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.) • Increase their strength, balance, flexibility, and stamina • Use a variety of materials and equipment in gross motor activities 	<p>PD 1 Gross Motor 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. Uses conditioning methods to strengthen muscles and increase endurance. Coordinates multiple complex movements in continuous play.</p>
<p>Fine motor skills</p>	
<ul style="list-style-type: none"> • Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal like shapes.) • Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors 	<p>PD 2 Fine Motor 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.</p> <p>LLD 7 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they</p>

	represent.
Nutrition	
<ul style="list-style-type: none"> • Recognize and eat a variety of nutritious foods • When asked, are able to name nutritious alternatives 	<p>PD 5 Nutrition 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.</p>
Basic safety	
<ul style="list-style-type: none"> • Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.) 	<p>PD 3 Safety Follows simple safety rules.</p>
Self-care	
<ul style="list-style-type: none"> • Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.) 	<p>PD 4 Personal Care 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>
Creative Expression and Aesthetic Appreciation	
Invention and imagination	
<ul style="list-style-type: none"> • Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers 	<p>CA 4 Drama Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 3 Visual Arts 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>CA 1 Music Claps along to simple rhythm patterns. Controls voice to mimic the melodic</p>

	direction. Uses voice, common objects or instruments to create music. Identifies self as a musician.
Curiosity and interest	
<ul style="list-style-type: none"> • Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.) • Participate in experiences in art, music, creative movement, drama, and dance 	<p>SED 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>CA 3 Visual Arts Explores a variety of artistic tools and media. Uses materials to create shapes and symbols.</p> <p>CA 1 Music 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>CA 2 Dance & Movement Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm.</p>
Confidence	
<ul style="list-style-type: none"> • Display or perform for others and/or talk about what they have made or done • Show an interest in participating in group performances, but may become anxious and choose not to participate 	<p>CA 3 Visual Arts 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>LLD 7 Writing 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>SED 4 Social Relationships Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.</p>


Awareness and attention	
<ul style="list-style-type: none"> • Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed 	<p>SCI 1 Investigation & Inquiry 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 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>
Sense of joy and wonder	
<ul style="list-style-type: none"> • Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression 	<p>CA 3 Visual Arts Compares artistic techniques and creations of many artists. Creates art and explains why and how s/he chose specific materials and techniques.</p> <p>SED 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p>


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
 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.