



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





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Oregon 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.



Oregon Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

Approaches to Learning	
EMOTIONAL AND BEHAVIORAL SELF-REGULATION	
<p>Goal 1: Child manages emotions with increasing independence. P-ATL1 Social-Emotional Learning Competency: Self-Management</p>	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. • May still look to a trusted adult for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults. 	<p>SED 1 Self-Regulation 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.</p>
<p>Goal 2: Child follows rules and routines with increasing independence. P-ATL2 Social-Emotional Learning Competency: Self-Management</p>	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • With occasional reminders from a trusted adult, usually follows established rules and routines, such as following an end-of-lunch routine that includes putting away their plate, washing their hands, and lining up at the door to go outside. 	<p>SED 3 Attention & Persistence Participates in daily routines or familiar activities. Attends to what others are looking at or pointing to.</p> <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>Goal 3: Child appropriately handles and takes care of materials. P-ATL3 Social-Emotional Learning Competency:</p>	

Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Usually handles, takes care of, and manages materials, such as using them in appropriate ways. 	SED 3 Attention & Persistence 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.
Goal 4: Child manages actions, words, and behavior with increasing independence. P-ATL4 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Manages own actions, words, and behavior with occasional support from a trusted adult. 	SED 1 Self-Regulation 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.
COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)	
Goal 1: Child demonstrates an increasing ability to control impulses. P-ATL5 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Sometimes controls impulses independently and may self-soothe, while at other times needs support from a trusted adult. 	SED 1 Self-Regulation 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. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
Goal 2: Child maintains focus and sustains attention with minimal trusted adult support. P-ATL6 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • With increasing independence, focuses attention on tasks and 	SED 3 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

experiences for longer periods of time, despite interruptions or distractions.	
Goal 3: Child persists in tasks. P-ATL7 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Frequently persists on preferred tasks. With or without the support of a trusted adult, sometimes persists on less-preferred activities, such as working to clean up an activity area. 	SED 3 Attention & Persistence 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.
Goal 4: Child holds information in mind and manipulates it to perform tasks. P-ATL8 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Holds an increasing amount of information in mind in order to successfully complete tasks. 	SED 3 Attention & Persistence 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.
Goal 5: Child demonstrates flexibility in thinking and learning. P-ATL5 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to a trusted adult's suggestions to show flexibility in approaching tasks or solving problems, such as choosing a different toy when many children want to use the same one. 	SED 1 Self-Regulation Applies strategies for managing own emotions and behaviors. Adapts to new situations quickly and with minimal stress. MR Logic & Reasoning Recognizes a problem and asks for help. Uses previous knowledge to determine which solution to try first when solving a problem.
INITIATIVE AND CURIOSITY	

Goal 1: Child demonstrates initiative and independence. P-ATL10 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independent 	SED 3 Attention & Persistence 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.
Goal 2: Child shows interest in and curiosity about the world around them. P-ATL11 Social-Emotional Learning Competency: Self-Management	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Independently and with the support of a trusted adult, seeks out new information and explores new play and tasks. 	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.
CREATIVITY	
Goal 1: Child expresses creativity in thinking and communication. P-ATL12 Social-Emotional Learning Competency: Relationship Skills	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> With prompting from a trusted adult, communicates creative ideas and actions. 	LLD 2 Communication 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.
Goal 2: Child uses imagination in play and interactions with others. P-ATL13 Social-Emotional Learning Competency: Relationship Skills	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Develops more elaborate imaginary play, stories, and other 	CA 4 Drama Assigns roles and plays out unscripted scenes in dramatic play. Uses a

creative works with children and trusted adults.	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.
Social-Emotional Development	
SENSES OF IDENTITY AND BELONGING	
Goal 1: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests P-SE9 Social and Emotional Learning Competency: Self-Awareness	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people. 	SED 1 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SS 1 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.
Goal 2: Child expresses confidence in own skills and positive feelings about self. P-SE10 Social and Emotional Learning Competency: Self-Awareness	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and a trusted adult. • With or without a trusted adult's prompting, makes increasing number of contributions to group discussion and may share ideas. 	SS 2 Civics & Economics Participates in communal activities. Expresses a desire for an object or action. Says me, mine. 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. SED 4 Social Relationships Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.
Goal 3: Child has a sense of belonging to family, community, and other groups. P-SE11 Social and Emotional Learning Competency: Self-Awareness	

<p>Age 4–5/Not Yet in Kindergarten: Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by a trusted adult or peer.</p>	<p>SS 1 Culture & Community 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>
EMOTIONAL FUNCTIONING	
Goal 1: Child expresses a broad range of emotions and recognizes these emotions in self and others. P-SE6 Social and Emotional Learning Competency: Self-Awareness and Social Awareness	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassment or worry. • Communicates to describe own feelings when prompted and may at times communicate without prompting, such as communicating “Don’t be mad” when engaged in play with other children. 	<p>SED 1 Self-Regulation 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. Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. 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>
Goal 2: Child expresses care and concern toward others. P-SE7 Social and Emotional Learning Competency: Social Awareness	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Consistently pays attention when others are distressed and often responds with care, either by seeking out trusted adult support or providing reassurance or support themselves. 	<p>SED 4 Social Relationships 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.</p>
Goal 3: Child manages emotions with increasing independence. P-SE8 Social and Emotional Learning Competency: Self-Management	

<p>Age 4–5/Not Yet in Kindergarten: Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.</p> <ul style="list-style-type: none"> • Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently. 	<p>SED 1 Self-Regulation 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>
RELATIONSHIPS WITH A TRUSTED ADULT	
Goal 1: Child engages in and maintains positive relationships and interactions with a trusted adult. P-SE1 Social and Emotional Learning Competency: Relationship Skills	
<p>Age 4–5/Not Yet in Kindergarten: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these trusted adults with minimal distress when in a familiar setting.</p> <ul style="list-style-type: none"> • Initiates interactions with trusted adults and participates in longer and more reciprocal interactions with both trusted and new adults. 	<p>SED 1 Self-Regulation 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>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.</p>
Goal 2: Child engages in prosocial and cooperative behavior with trusted adult. P-SE2 Social and Emotional Learning Competency: Relationship Skills	
<p>Age 4–5/Not Yet in Kindergarten: Engages in prosocial behavior with a trusted adult and usually responds to trusted adult requests and directions without significant assistance or prompting.</p> <ul style="list-style-type: none"> • Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with support, such as 	<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>

being given reminders to use a quiet voice or follow directions.	
RELATIONSHIPS WITH OTHER CHILDREN	
Goal 1: Child engages in and maintains positive interactions and relationships with other children. P-SE3 Social and Emotional Learning Competency: Relationship Skills	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Sustains interactions with other children more often and for increasing periods of time. • With and without prompting from a trusted adult, demonstrates prosocial behaviors with other children. • Likely to show at least some preference for playing with particular children. 	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.
Goal 2: Child engages in cooperative play with other children. P-SE4 Social and Emotional Learning Competency: Relationship Skills	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Cooperatively plays with other children in an increasingly coordinated way. • Works with other children to make plans for what and how they will play together. • When given the opportunity, coordinated play periods get longer. 	SED 4 Social Relationships 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.
Goal 3: Child uses basic problem-solving skills to resolve conflicts with other children. P-SE5 Social and Emotional Learning Competency: Relationship Skills	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Sometimes recognizes and describes social problems, 	SED 4 Social Relationships Describes friendships and meaningful relationships. Suggests solutions to group problems. Identifies feelings of others and responds accordingly.

<p>suggests solutions to conflicts, and compromises when working or playing in a group.</p> <ul style="list-style-type: none"> • Although simple conflicts may be resolved without trusted adult assistance, may seek out or need trusted adult support in more challenging moments. 	<p>PD 3 Safety Seeks opportunities to help others. Tries to solve own social problems.</p> <p>MR 7 Logic & Reasoning Recognizes a problem and asks for help.</p>
Language and Communication	
ATTENDING AND UNDERSTANDING	
Goal 1: Child attends to communication and language from others. P-LC1	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Shows acknowledgment of complex comments or questions. • Is able to attend to longer, multi-turn conversations, either spoken or signed. 	<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>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>
Goal 2: Child understands and responds to increasingly complex communication and language from others. P-LC2	
<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Understands and responds (verbally and nonverbally) to complex statements, questions, and stories containing multiple phrases and ideas. 	<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>
COMMUNICATING AND SPEAKING	
Goal 1: Child varies the amount of information provided to meet the demands of the situation. P-LC3	

<p>Age 4–5/Not Yet in Kindergarten:</p> <ul style="list-style-type: none"> • Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of trusted adults. 	<p>LLD 2 Communication</p> <p>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.</p>
<p>Goal 2: Child understands, follows, and uses appropriate social and conversational rules. P-LC4</p>	
<p>Age 4–5/Not Yet in Kindergarten:</p> <p>Maintains multi-turn conversations with trusted adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question.</p> <ul style="list-style-type: none"> • With increasing independence, varies tone and volume of expression to match the social situation. 	<p>LLD 2 Communication</p> <p>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 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.</p>
<p>Goal 3: Child expresses self in increasingly long, detailed, and sophisticated ways. P-LC5</p>	
<p>Age 4–5/Not Yet in Kindergarten:</p> <p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors.</p> <ul style="list-style-type: none"> • Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” • Can offer multiple pieces of information on a topic with increasing independence and answer simple questions. • Children who are dual language learners may use the language structure of the home language when speaking English, such as “I have a dog big.” 	<p>LLD 2 Communication</p> <p>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.</p>

VOCABULARY	
Goal 1: Child understands and uses a wide variety of words for a variety of purposes. P-LC6	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. • Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words. 	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.
Goal 2: Child shows understanding of word categories and relationships among words. P-LC7	
Age 4–5/Not Yet in Kindergarten: Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying words that have the same meaning (synonyms) and words that have opposite meanings (antonyms).	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. 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.
Literacy	
PHONOLOGICAL AWARENESS	
Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. P-Lit1	
Age 4–5/Not Yet in Kindergarten: Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. <ul style="list-style-type: none"> • Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with “Old McDonald had a charm.” • Is able to count syllables and understand sounds in spoken 	LLD 3 Phonological Awareness Identifies the beginning and ending sounds of words. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.

words.	
PRINT AND ALPHABET KNOWLEDGE	
Goal 1: Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). P-Lit2	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Begins to demonstrate an understanding of the connection between speech and print. • Shows a growing awareness that print has rules, such as holding a book correctly or following a book left to right when reading in English. 	LLD 4 Alphabetic Knowledge Recognizes the difference between pictures, letters and numbers in print. Recognizes the sound of the first letter in his/her name. LLD 5 Concept of Print 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.
Goal 2: Child identifies letters of the alphabet and produces correct sounds associated with letters. P-Lit3	
Age 4–5/Not Yet in Kindergarten: Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters often seen in the environment. <ul style="list-style-type: none"> • Produces the sound of many recognized letters. 	LLD 4 Alphabetic Knowledge Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.
COMPREHENSION AND TEXT STRUCTURE	
Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. P-Lit4	
Age 4–5/Not Yet in Kindergarten: Retells 2–3 key events from a well-known story, typically in the right order and using some simple sequencing terms, such as “first ... and then.”	LLD 6 Reading Comprehension With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.


Goal 2: Child asks and answers questions about a book that was read aloud. P-Lit5	
Age 4–5/Not Yet in Kindergarten: With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. • With support, can answer questions about stories, such as predictions or how/why something is happening in a particular moment.	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.
WRITING	
Goal 1: Child writes for a variety of purposes using increasingly sophisticated marks. P-Lit6	
Age 4–5/Not Yet in Kindergarten: • With trusted adult prompting, holds a writing tool with a three-finger grasp. • Able to imitate zigzag and crossed lines, trace dotted lines, and draw simple figures. • Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. • With support, may use invented spelling consisting of main or beginning sounds, such as MV for movie or B for bug.	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. 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.
Mathematics	
COUNTING AND CARDINALITY	
Goal 1: Child knows number names and the count sequence. P-Math1	
Age 4–5/Not Yet in Kindergarten: • Says or signs more number words in sequence.	MR 1 Number Sense 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.
Goal 2: Child recognizes the number of objects in a small set. P-Math2	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Quickly recognizes the number of objects in a small set (referred to as “subitizing”). 	MR 1 Number Sense Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more. 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.
Goal 3: Child understands the relationship between numbers and quantities. P-Math3	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality). 	MR 1 Number Sense 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.
Goal 4: Child compares numbers. P-Math4	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> Counts to determine and compare number amounts even when the larger group’s objects are smaller in size, such as buttons, compared with the smaller group’s objects that are larger in size, such as markers. Uses numbers related to order or position. For example, the child knows that three comes before four. 	MR 1 Number Sense 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. MR 4 Measurement Determines which object is bigger (heavier, longer) when given two objects.
Goal 5: Child associates a quantity with written numerals and begins to write numbers. P-Math5	
Age 4–5/Not Yet in Kindergarten:	LLD 7 Writing

<ul style="list-style-type: none"> • Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals. • With trusted adult support, writes some numerals up to 10. 	Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.
OPERATIONS AND ALGEBRAIC THINKING	
Goal 1: Child understands addition as adding to and understands subtraction as taking away from. P-Math6	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • With adult support, solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects. 	MR 1 Number Sense 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.
Goal 2: Child understands simple patterns. P-Math7	
Age 4–5/Not Yet in Kindergarten: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	MR 5 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.
MEASUREMENT AND DATA	
Goal 1: Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons. P-Math9	
Age 4–5/Not Yet in Kindergarten: With some trusted adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	MR 6 Classification Sorts objects by more than one feature and explains why. MR 4 Measurement Determines which object is bigger (heavier, longer) when given two objects.
GEOMETRY AND SPATIAL SENSE	

Goal 1: Child identifies, describes, compares, and composes shapes. P-Math11	
Age 4–5/Not Yet in Kindergarten: Recognizes and compares a greater number of shapes of different sizes and orientations. <ul style="list-style-type: none"> • Begins to identify sides and angles as distinct parts of shapes. 	MR 3 Shapes Describes basic and complex two- and three-dimensional shapes using own words. Describes and draws defining features of shapes.
Goal 2: Child explores the positions of objects in space. P-Math12	
Age 4–5/Not Yet in Kindergarten: <ul style="list-style-type: none"> • Increasingly understands spatial vocabulary. • Follows directions involving their own position in space, such as “Move to the front of the line.” 	MR 2 Spatial Awareness 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.

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.		Greetss 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 task 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.	


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
 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 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.

Mathematics & Reasoning

MR 1 Number Sense	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
MR 2 Spatial Awareness	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
MR 3 Shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
MR 4 Measurement	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
MR 5 Patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
MR 6 Classification	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
MR 7 Logic & Reasoning	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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

Social Studies	Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
	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.