



Alignment of the
Experience Early Learning Skills
with
Iowa (ages 3-5) Pre-Kindergarten Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Iowa (ages 3-5) Pre-Kindergarten Standards**. 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.



<https://www2.ed.gov/about/contacts/state/ia.html>

https://educateiowa.gov/sites/files/ed/documents/iowaEarlyLearningStandards-3rdEdition12.20.18_508.pdf

Iowa (ages 3-5) Pre-Kindergarten Standards

Developmental Continuum of the Experience Early Learning Skills

Area I: Social and Emotional Development	
Self - Preschool (3 - 5 years)	
Standard 1.1.PS Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
1.1.PS.1 expresses a positive sense of self in terms of specific abilities.	SED 1.4 Self-Awareness Demonstrates confidence in own abilities.
1.1.PS.2 expresses needs, wants, opinions, and feelings in socially appropriate ways.	SED 1.3 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.
1.1.PS.3 demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.	SED 3.3 Attention and Persistence Focuses on an engaging activity for a short period of time independently or with an adult. Expresses delight over a successful project.
1.1.PS.4 recognizes own power to make choices.	SED 1.4 Self-Awareness When given two to three options, chooses his/her most desired option.
Self-Regulation - Preschool (3 - 5 years)	
Standard 1.2.PS Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	

1.2.PS.1 demonstrates the ability to monitor his or her own behavior and its effects on others, following and contributing to adult expectations.	SED 1.4 Self-Awareness Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.
1.2.PS.2 persists with difficult tasks without becoming overly frustrated.	<p>SED 2.2 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.</p> <p>SED 3.3 Attention & Persistence Asserts a desire to start or end an activity. Asks for help as needed.</p>
1.2.PS.3 begins to accept consequences of his or her own actions.	SED 2.3 Self-Regulation Recognizes when the typical routine is not followed and identifies the change.
1.2.PS.4 manages transitions and changes to routines.	SED 2.5 Self-Regulation Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
1.2.PS.5 states feelings, needs, and opinions in difficult situations without harming self, others, or property.	<p>SED 1.3 Self-Awareness Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family.</p> <p>LLD 2.6 Communication Explains personal thoughts.</p>
1.2.PS.6 expresses an increasing range and variety of emotions, and the transitions between feeling states become smoother.	SED 2.5 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.

Relationship with Adults - Preschool (3 - 5 years)	
Standard 1.3.PS Children relate positively with significant adults.	
1.3.PS.1 interacts comfortably with familiar adults.	SED 4.3 Social Relationships Identifies and plays side-by-side with a new or familiar person.
1.3.PS.2 accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.	SED 4.4 Social Relationships Asks adult to help solve problems.
1.3.PS.3 expresses affection toward familiar adults.	SED 4.6 Social Relationships Describes friendships and meaningful relationships.
1.3.PS.4 shows trust in familiar adults.	SED 4.3-4 Social Relationships Participates in an activity when asked. Asks adult to help solve problems.
1.3.PS.5 seeks help, as needed, from familiar adults.	SED 4.4 Social Relationships Asks adult to help solve problems.
Relationship with Children - Preschool (3 - 5 years)	
Standard 1.4.PS Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.	
1.4.PS.1 initiates and sustains positive interactions with peers, and organizes play.	SED 4.5 Social Relationships Initiates play with one or more persons.
1.4.PS.2 wants to please and be like friends.	SED 4.4 Social Relationships Participates in group with those different than self.
1.4.PS.3 negotiates with others to resolve disagreements.	SED 2.4 Self-Regulation With support, negotiates ways to handle nonroutine transitions.

	SED 1.6 Self-Awareness Negotiates to attain personal preference in a situation.
1.4.PS.4 develops friendships with other children (peers); starts to demonstrate taking turns and sharing with others.	SED 4.6 Social Relationships Describes friendships and meaningful relationships.
1.4.PS.5 expresses empathy to other children (peers), and demonstrates caring behaviors.	SED 4.3 Social Relationships Offers to help others.
1.4.PS.6 accepts consequences of his or her actions.	SED 2.5 Self-Regulation Names some personal feelings and uses strategies to manage behavior.
1.4.PS.7 recognizes how behaviors can affect others.	SED 4.3 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.
1.5.PS.8 names friends.	SED 4.6 Social Relationships Describes friendships and meaningful relationships.
Area 2: Physical Well-Being and Motor Development	
Healthy and Safe Living - Preschool (3 - 5 years)	
Standard 2.1.PS Children show increasing awareness of healthy and safe living practices.	
2.1.PS.1 begins to recognize and select healthy foods.	PD 5.6 Nutrition Identifies food that is nutritious.
2.1.PS.2 follows healthy self-care routines such as brushing	PD 4.4 Personal Care Regulates toileting and handwashing

teeth, washing hands, and using the bathroom.	needs. Follows a routine of rest and active play.
2.1.PS.3 develops appropriate balance between rest and physical activity as part of a healthy lifestyle.	PD 4.4 Personal Care Follows a routine of rest and active play.
2.1.PS.4 demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic, bodies of water), toxic substances, objects, and climbing structures.	PD 3.3 Safety Follows simple safety rules.
2.1.PS.5 communicates safety rules and the reasons for the rules for indoor and outdoor environments.	PD 3.5 Safety Describes reasons for safety rules and reminds others to follow them.
Large Motor Skills - Preschool (3 - 5 years)	
Standard 2.2.PS Children develop large motor skills.	
2.2.PS.1 demonstrates control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and climbing stairs.	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body.
2.2.PS.2 demonstrates the ability to coordinate movements with balls, such as throwing, kicking, striking, catching, and bouncing.	PD 1.3 Gross Motor Throws objects in an intended direction. Catches objects against body.
2.2.PS.3 expresses enjoyment in participating in physical experiences and creative movement	PD 1.4 Gross Motor Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. CA 2.3 Dance & Movement Moves in own way to music and rhythm.
Small Motor Development - Preschool (3 - 5 years)	
Standard 2.3.PS Children develop small motor skills.	

2.3.PS.1 uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials, such as beads, pegs, shoelaces, puzzle pieces, and musical instruments.	PD 2.4 Fine Motor Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
2.3.PS.2 demonstrates increased skills using scissors and writing tools for various learning experiences.	PD 2.4 Fine Motor Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.
Area 3: Approaches to Learning	
Curiosity and Initiative - Preschool (3 - 5 years)	
Standard 3.1.PS Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
3.1.PS.1 chooses, deliberately, to explore a variety of materials and experiences, seeking out new challenges.	CA 3.4 Visual Arts Chooses an object or art tool to use with a given medium for a desired effect.
3.1.PS.2 participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.	SED 3.3 Attention & Persistence Asserts a desire to start or end an activity. SED 2.5 Self-Regulation Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
3.1.PS.3 asks questions about a variety of topics.	LLD 2.3 Communication Asks what a specific person or object is called.
3.1.PS.4 repeats skills and experiences to build competence and support the exploration of new ideas.	SED 3.4 Attention & Persistence Practices or repeats an activity many times until successful. Expresses delight over a

	successful project.
Engagement and Persistence - Preschool (3 - 5 years)	
Standard 3.2.PS Children purposefully choose and persist in experiences and play.	
3.2.PS.1 maintains concentration on a task, despite distractions and interruptions.	SED 3.5 Attention & Persistence Sustains focus for at least five minutes, persisting even if there are problems or distractions.
3.2.PS.2 stays engaged and completes a variety of both adult-directed and self-initiated tasks, projects, and experiences of increasing degrees of difficulty.	SED 3.3 Attention & Persistence Focuses on an engaging activity for a short period of time independently or with an adult.
3.2.PS.3 sets goals and follows a plan in order to complete a task.	MR 7.3 Logic & Reasoning Plan a logical series of steps to accomplish a task.
3.2.PS.4 chooses to participate in play and learning experiences.	SED 4.4 Social Relationships Participates in group with those different than self.
Reasoning and Problem Solving - Preschool (3 - 5 years)	
Standard 3.3.PS Children demonstrate strategies for reasoning and problem solving.	
3.3.PS.1 shows interest in and finds a variety of solutions to questions, tasks, or problems.	MR 7.4 Logic & Reasoning Plans steps to accomplish task and then tries out many possible solutions to a problem.
3.3.PS.2 recognizes and solves problems through active exploration, including trial and error, and through interactions	SCI 1.3 Investigation & Inquiry Investigates an object or group of objects in multiple ways. Shares discoveries with others.

and discussions with peers and adults.	
3.3.PS.3 shares ideas or makes suggestions of how to solve a problem presented by another person.	SCI 1.4 Investigation & Inquiry When given a question, guesses a possible answer or outcome.
Play and Senses - Preschool (3 - 5 years)	
Standard 3.4.PS Children engage in play to learn.	
3.4.PS.1 engages in a variety of indoor and outdoor play experiences.	SCI 2.2 Natural & Earth Science Plays with rocks, sand, dirt or water.
3.4.PS.2 uses sights, smells, sounds, textures, and tastes to discriminate between and to explore experiences, materials, and the environment.	SCI 2.4 Natural & Earth Science Identifies the climate and weather in the immediate environment. CA 1.4 Music Claps along to simple rhythm patterns.
3.4.PS.3 engages in self-initiated, unstructured play.	SED 4.5 Social Relationships Initiates play with one or more persons.
3.4.PS.4 plans and executes play experiences alone and with others.	SED 4.5 Social Relationships Identifies roles of self and others during tasks or pretend play.
Area 4: Social Studies	
Awareness of Family and Community - Preschool (3 - 5 years)	
Standard 4.1.PS Children demonstrate an increasing awareness of belonging to a family and community	

4.1.PS.1 demonstrates understanding communities are composed of groups of people who live, play, or work together.	SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self.
4.1.PS.2 demonstrates ability to identify communities to which they belong.	SS 1.3 Culture & Community Recognizes familiar symbols or artifacts of family traditions or customs.
4.1.PS.3 recognizes their family is an important group to which they belong.	SS 1.5 Culture & Community Explains the meaning and importance of own traditions and customs.
4.1.PS.4 demonstrates responsibility as a member of a family or community.	SS 1.5 Culture & Community Identifies roles and responsibilities of self and others to contribute to the community.
4.1.PS.5 shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.	SS 1.3 Culture & Community Identifies differences between self and others.
4.1.PS.6 participates in creating and following rules and routines.	SS 2.4 Civics & Economics Follows familiar rules and helps make group decisions.
4.1.PS.7 demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.	SS 2.3-4 Civics & Economics Recognizes ownership of familiar objects. Asks before taking an object that does not belong to self. Offers a toy or object to another person.
Awareness of Culture - Preschool (3 - 5 years)	
Standard 4.2.PS Children demonstrate an increasing awareness of culture and diversity.	
4.2.PS.1 demonstrates an awareness of diversity such as family characteristics, adult roles within a family, and skin and hair	SS 1.4 Culture & Community Describes family and community members, their roles and their relationship to self.

color.	<p>SED 1.3 Self-Awareness Expresses simple ideas about self in relation to others such as family.</p> <p><u>Note:</u> Add describe self, e.g. color of hair, skin, etc. to SS 1.3</p>
4.2.PS.2 demonstrates acceptance of persons from different cultures and ethnic groups.	SS 1.5 Culture & Community Begins to learn about other cultures.
4.2.PS.3 demonstrates a sense of belonging, feeling pride in his or her own culture while showing respect for others.	SS 1.5 Culture & Community 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.
4.2.PS.4 uses respectful and descriptive language for human similarities and differences, demonstrating curiosity, comfort, ease and empathy with similarities and differences.	SS 1.6 Culture & 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.
Awareness of the Relationship Between People and the Environment in Which They Live - Preschool (3 - 5 years)	
Standard 4.3.PS Children demonstrate an increasing awareness of the environment in which they live, especially how people (including themselves) relate to that environment.	
4.3.PS.1 interacts with the world, first with familiar settings and then with less familiar ones; first in simple ways and then in more complex, exploratory ways.	SS 3.3 Geography Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.
4.3.PS.2 constructs meaning about himself or herself and the	SS 3.4 Geography Identifies different types of water bodies,

world through relevant and meaningful experiences with objects and the environment.	streets, buildings and landmarks in own community.
4.3.PS.3 recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.	SS 3.4 Geography Identifies different types of water bodies, streets, buildings and landmarks in own community.
4.3.PS.4 recognizes that people share the environment with other people, animals, and plants.	SCI 2.5 Natural & Earth Science Recognizes that all living things have similar basic needs.
4.3.PS.5 understands that people can take care of the environment through activities and experiences, such as cleaning, conserving, reusing, and recycling.	SCI 2.6 Natural & Earth Science Describes how living things obtain what they need to survive.
4.3.PS.6 recognizes a variety of jobs and the work associated with them.	SS 1.5 Culture & Community Identifies roles and responsibilities of self and others to contribute to the community.
Awareness of Past - Preschool (3 - 5 years) *	
Standard 4.4.PS Children demonstrate an increasing awareness of past events and how those events relate to one's self, family, and community.	
4.4.PS.1 differentiates between past, present, and future.	SS 4.5 History & Sense of Time Uses language of time to describe familiar sequences of events.
4.4.PS.2 represents events and experiences that occurred in the past through words, play, and art.	SS 4.4 History & Sense of Time Recalls information and events from the past.
4.4.PS.3 uses past events to construct meaning of the world.	SS 4.4 History & Sense of Time Recalls information and events from the past.

4.4.PS.4 understands that events happened in the past and that the events relate to oneself, family, community, and culture.	SS 4.4 History & Sense of Time Recalls information and events from the past.
Area 5: Creative Arts	
Art - Preschool (3 - 5 years)	
Standard 5.1.PS Children participate in a variety of art and sensory-related experiences.	
5.1.PS.1 uses a variety of drawing and art materials, such as drawing utensils, paint, clay, and wood to create original works, form, and meaning.	CA 3.5-6 Visual Arts Uses artistic tools and media to create intentional designs or images. Creates arts to represent an idea or object.
5.1.PS.2 expresses ideas about his or her own artwork and the artwork of others, relating artwork to what is happening in the environment or life experiences.	CA 3.6 Visual Arts Creates arts to represent an idea or object.
5.1.PS.3 demonstrates care and persistence when involved in art projects.	SED 3.4-5 Attention & Persistence Expresses delight over a successful project. Sustains focus for at least five minutes, persisting even if there are problems or distractions.
5.1.PS.4 plans and works cooperatively to create drawings, paintings, sculptures, and other art projects.	SED.5 4 Social Relationships Offers to help others. Identifies roles of self and others during tasks or pretend play.
Music, Rhythm, and Movement - Preschool (3 - 5 years)	
Standard 5.2.PS Children participate in a variety of music and movement experiences.	
5.2.PS.1 participates in a variety of musical and rhythmic experiences, including singing, dancing, listening, playing simple rhythmic and pitched instruments, and creating and singing chants, rhymes, and finger plays from diverse cultures.	CA 1.4 Music Uses voice, common objects or instruments to create music. CA 2.4 Dance & Movement Moves to the beat.

5.2.PS.2 demonstrates meaningful creative and imaginative responses, including taking on pretend roles, when listening to music to reflect the expressive elements of music.	CA 2.4 Dance & Movement Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.
5.2.PS.3 notices differences in high and low sounds (pitch), long and short sounds (rhythm), loud and quiet sounds (dynamics), fast and slow sounds (tempo), and differences between instruments or sounds (timbre).	CA 1.6 Music Controls pitch when singing a familiar song.
5.2.PS.4 recognizes patterns in songs and rhymes and repeats them, using songs, chants or instruments, including the development of ability to keep beat.	CA 1.5 Music Repeats simple rhythm patterns. Hears the change of musical phrases in a song.
5.2.PS.5 demonstrates an awareness of music and sound as part of daily life indoors and outdoors.	CA 1.5 Music Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects.
Dramatic Play - Preschool (3 - 5 years)	
Standard 5.3.PS Children engage in dramatic play experiences.	
5.3.PS.1 shows creativity and imagination when using materials.	CA 4.4 Drama Uses an object as a replacement for a realistic prop or real object.
5.3.PS.2 assumes different roles in dramatic play situations.	CA 4.4 Drama Plays a role in group dramatic play.
5.3.PS.3 interacts with peers in dramatic play experiences that become more extended and complex.	CA 4.5 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.
Area 6: Communication, Language, and Literacy	
Language Understanding and Use - Preschool (3 - 5 year	

Standard 6.1.PS Children understand and use communication and language for a variety of purposes	
6.1.PS.1 demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.	LLD 2.4 Communication Describes familiar people, places and objects with expanding vocabulary.
6.1.PS.2 initiates, listens, and responds in relationship to the topics of conversations with other children (peers) and adults.	LLD 2.5 Communication Tells stories and engages in conversations.
6.1.PS.3 speaks in phrases and sentences of increasing length and complexity.	LLD 2.5 Communication Speaks in simple complete sentences.
6.1.PS.4 follows oral directions that involve several actions.	LLD 1.4 Listening Follows unrelated two-step directions given verbally.
6.1.PS.5 asks and answers a variety of questions.	LLD 1.6 Listening Asks and answers general questions about information or stories shared verbally.
6.1.PS.6 demonstrates knowledge of the rules of conversations such as taking turns while speaking.	LLD 2.3 Communication Asks and responds to questions.
<p>The child, who is an English language learner, also...</p> <p>6.1.PS.7 uses her or his home language, sometimes in combination with English, to communicate with people.</p> <p>6.1.PS.8 demonstrates ongoing development and improvement in vocabulary and complexity in use of home language.</p>	<p>LLD 2.5 Communication Understands that people may use various forms of communication (such as sign language, braille, different languages and technology) to express ideas.</p> <p>LLD 2.4 Communication Describes familiar people, places and objects with expanding vocabulary.</p> <p><u>Note:</u> Add "...and the use of own native language."</p>
6.1.PS.9 demonstrates engagement at home or the classroom	SS 1.4 Culture & Community Describes the routines, familiar

<p>in literacy activities to relate to her or his home language.</p> <p>6.1.PS.10 demonstrates receptive (listening) and expressive (speaking) English language skills to be able to comprehend the English language.</p> <p>6.1.PS.11 demonstrates engagement in English literacy activities to understand and respond to books, storytelling, and songs presented in English.</p>	<p>stories, traditions, foods and celebrations of own family and community.</p> <p>LLD 1.4 Listening Listens to a story or request then responds appropriately.</p> <p>LLD 6.3 Reading Comprehension Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books.</p>
Early Literacy - Preschool (3 - 5 years)	
Standard 6.2.PS Children engage in early reading experiences.	
<p>Benchmarks: The child...</p> <p>6.2.PS.1 expresses an interest and enjoyment in listening to books and attempts to read familiar books (print motivation).</p> <p>6.2.PS.2 displays book handling knowledge by turning the book right side up, turning one page at a time, recognizing familiar books by the cover, pointing to words as they talk about or retell stories using books, and using left to right sweep (print awareness).</p> <p>6.2.PS.3 shows an awareness of print such as pointing to familiar words or letters (print awareness).</p> <p>6.2.PS.4 understands sentences are made of words and words are made of individual letters (concepts of print).</p>	<p>LLD 6.3 Reading Comprehension Talks about pictures and ideas in familiar stories.</p> <p>LLD 5.3-4 Concepts of Print Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. Follows the direction of text.</p> <p>LLD 5.4-5 Concepts of Print Identifies letters, words, spaces and some punctuation. Touches a written word on the page for each spoken word (but not necessarily the correct word).</p> <p>LLD 4.5 Alphabetic Knowledge When shown a two- or three-letter word, can find it in print.</p>

6.2.PS.5 understands increasingly and uses a variety of words (vocabulary).

6.2.PS.6 shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as the plot or characters (comprehension and story retelling).

6.2.PS.7 recognizes increasingly and names more of the letters in their first and last name and letters they see frequently (letter knowledge).

6.2.PS.8 recognizes most upper and lower case letters (letter knowledge).

6.2.PS.9 produces the sound of some of the letters she or he knows (phonics).

6.2.PS.10 identifies words that rhyme from a group of three words: cat, rug, hat (phonological awareness - rhyme).

6.2.PS.11 identifies the beginning sound in words, such as identifying two words that start with the same sound (phonological awareness – alliteration).

6.2.PS.12 identifies the syllables in his or her name and in familiar objects or words by clapping and segmenting the syllables (phonological awareness – segmenting syllables).

6.2.PS.13 blends syllables to identify a word, object, or picture (phonological awareness – blending syllables).

LLD 2.4 Communication Describes familiar people, places and objects with expanding vocabulary.

LLD 6.4 Reading Comprehension Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.

LLD 4.4 Alphabetic Knowledge Recognizes some common words in print, such as his/her name, mom, dad.

LLD 4.5 Alphabetic Knowledge Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds.

LLD 4.5 Alphabetic Knowledge Identifies six to seven letters and their sounds.

LLD 3.5 Phonological Awareness Identifies the beginning and ending sounds of words.

LLD 3.4 Phonological Awareness Identifies words that have a similar beginning sound.

LLD 3.6 Phonological Awareness Counts syllables in spoken words.

LLD 4.4 Alphabetic Knowledge Begins to sound out the letters in two- to four-letter words.

LLD 3.7 Phonological Awareness Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks,

	digraphs and blends.
Early Writing - Preschool (3 - 5 years)	
Standard 6.3.PS Children engage in early writing experiences.	
<p>Benchmarks: The child...</p> <p>6.3.PS.1 attempts to communicate with others using scribbles, shapes, pictures, letter-like forms and/or letters in writing.</p> <p>6.3.PS.2 experiments with a variety of writing tools such as pencils, crayons, brushes, markers, and digital tools.</p> <p>6.3.PS.3 uses expressive (speaking) language to share intended meaning of drawings and writing.</p> <p>6.3.PS.4 starts to demonstrate interest in learning to write letters, especially the letters in his or her name.</p> <p>6.3.PS.5 uses invented spelling consisting of beginning sounds to represent a whole word.</p>	<p>LLD 7.4-5 Writing Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.4 Writing Uses fingers to grasp and manipulate drawing/writing tools with increasing control.</p> <p>LLD 7.4-5 Writing Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.4 Writing Draws lines, circles or shapes and explains who or what they represent.</p> <p>LLD 7.4 Writing Draws lines, circles or shapes and explains who or what they represent.</p>
Area 7: Mathematics	
Standard 7.1.PS Children understand counting, ways of representing numbers, and relationships between quantities and numerals.	
Standard 7.1.IT Infants and toddlers show increasing understanding of comparisons and amount, including use of numbers and counting.	

<p>Benchmarks: The child...</p> <p>7.1.PS.1 recognizes small quantities (1 to 5) without counting them (subitizing).</p> <p>7.1.PS.2 counts to 20 verbally.</p> <p>7.1.PS.3 points and counts 10-20 objects accurately.</p> <p>7.1.PS.4 makes sets of 6-10 objects and describes parts.</p> <p>7.1.PS.5 uses language such as more, less or the same amount to compare quantities.</p> <p>7.1.PS.6 identifies numerals to 10 by name.</p>	<p>MR 1.4 Number Sense Creates and counts groups of up to five objects.</p> <p>MR 1.5 Number Sense Counts up to 20 objects.</p> <p>MR 1.5 Number Sense Counts up to 20 objects.</p> <p>MR 1.5 Number Sense Solves addition and subtraction problems within ten.</p> <p>MR 1.2 Number Sense Demonstrates an understanding of one, two and more.</p> <p><u>Note:</u> Add comparison or relationship of numbers in benchmark 4 using “more or less” concept.</p> <p>MR 1.5 Number Sense Identifies numerals to 10.</p>
Patterns - Preschool (3 - 5 years)	
Standard 7.2.PS Children understand patterns	
<p>Benchmarks: The child...</p> <p>7.2.PS.1 recognizes, reproduces and creates patterns moving from simple to complex.</p>	<p>MR 5.3-4 Patterns Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.</p>

7.2.PS.2 extends patterns by predicting what comes next.	MR 5.4 Patterns Creates and extends two-step patterns.
7.2.PS.3 describes patterns seen in natural and designed settings.	CA 1.4 Music Claps along to simple rhythm patterns.
Shapes and Spatial Relationships - Preschool (3 - 5 years)	
Standard 7.3.PS Children understand shapes and spatial relationships.	
<p>Benchmarks: The child...</p> <p>7.3.PS.1 demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</p> <p>7.3.PS.2 identifies and describes two- and three-dimensional shapes.</p> <p>7.3.PS.3 notices characteristics, similarities, and differences among shapes such as corners, points, edges, and sides.</p> <p>7.3.PS.4 notices how shapes fit together and can be taken apart to form other shapes.</p>	<p>MR 2.4 Spatial Awareness When prompted, places objects next to, between, in front of or behind objects not related to self.</p> <p>MR 3.5 Shapes Describes basic and complex two- and three-dimensional shapes using own words.</p> <p>MR 3.7 Shapes Describes and draws defining features of shapes.</p> <p>MR 2.3 Spatial Awareness Puts together three pieces to create a whole object.</p>
Measurements - Preschool (3 - 5 years)*	
Standard 7.4.PS Children understand comparisons and measurements.	
<p>Benchmarks: The child...</p> <p>7.4.PS.1 sorts, classifies, and puts objects in series using a variety of properties.</p>	MR 6.4 Classification After sorting objects by one feature, sorts again by a different feature.

<p>7.4.PS.2 makes comparisons between several objects based on one or more attributes, such as length, height, weight, and area using words such as taller, shorter, longer, bigger, smaller, heavier, lighter, full, empty, length, height, and weight.</p> <p>7.4.PS.3 measures objects using non-standard units of measurement, such as using blocks to determine how tall a child is.</p> <p>7.4.PS.4 explores objects using standard measuring tools such as rulers, measuring cups, and balance scales.</p> <p>7.4.PS.5 begins to demonstrate knowledge that measurement requires a ‘fair’ comparison starting at the same baseline or measuring the same property such as length, height, and volume.</p> <p>7.4.PS.6 develops an awareness of simple time concepts within his or her daily life such as day, night; and sequence of usual daily events, such as breakfast, lunch, dinner, bedtime; outdoor time follows snack; and brushing teeth after a meal.</p>	<p>MR 4.3 Measurement Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Measurement Uses nonstandard measurement tools to estimate approximate size or volume.</p> <p>MR 4.6 Measurement Makes logical estimates and uses measurement tools to check estimation.</p> <p>MR 4.4 Measurement Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>SS 4.5 History & Sense of Time Uses language of time to describe familiar sequences of events.</p>
<p>Data Analysis - Preschool (3 - 5 years)*</p>	
<p>Standard 7.5.PS Children demonstrate the process of data analysis by sorting and classifying, asking questions, and finding answers.</p>	
<p>Benchmarks: The child...</p> <p>7.5.PS.1 sorts collections of objects into sets such as lines, piles, or groups by color, size, shape, or kind.</p> <p>7.5.PS.2 sorts and resorts sets in a variety of ways.</p>	<p>MR 6.3 Classification Groups objects by common characteristics.</p> <p>MR 6.4 Classification After sorting objects by one feature, sorts again by a different feature.</p>

<p>7.5.PS.3 compares and orders such as most to least, same amount as, and least to most.</p> <p>7.5.PS.4 sorts data into two groups such as big and not big, green and not green, and pets and not pets.</p> <p>7.5.PS.5 asks questions, collects, records, and organizes data to find answers to questions.</p>	<p>MR 6.6 Classification Identifies, sorts and classifies objects by at least two features.</p> <p>MR 6.6 Classification Identifies, sorts and classifies objects by at least two features.</p> <p>MR 6.7 Classification Answers questions about data or objects sorted in up to three categories.</p>
Area 8: Science	
Scientific Investigations - Preschool (3 - 5 years)	
Standard 8.1.PS Children gather information and conduct investigations to address their wonderings and test solutions to problems.	
<p>Benchmarks: The child...</p> <p>8.1.PS.1 asks questions about his or her environment, and begins to identify and look for information that will help answer those questions or solve problems.</p> <p>8.1.PS.2 plans and conducts simple investigations alone or in collaboration with other children to answer questions or to design solutions to scientific or engineering problems.</p> <p>8.1.PS.3 begins to use appropriate scientific tools and technology to conduct investigations, including scales, tape measure, magnifying glass, tweezers, and eye dropper.</p> <p>8.1.PS.4 observes, investigates, and describes objects, materials, and other physical science phenomena in the classroom and outdoor environments such as shadows or</p>	<p>SCI 2.5 Natural & Earth Science Sorts organisms as living or nonliving and explains why.</p> <p>SCI 3.5 Physical Science Experiments with and explains invisible forces, e.g., ramps, magnets.</p> <p>MR 4.6 Measurement Makes logical estimates and uses measurement tools to check estimation.</p> <p>SCI 1.5-6 Investigation & Inquiry Observes and describes changes that occur to familiar objects and people. Asks questions or shows curiosity about scientific phenomenon.</p>

<p>reflections.</p> <p>8.1.PS.5 observes, investigates, and describes the characteristics, behavior, and habitats of living things.</p> <p>8.1.PS.6 asks questions based on observations of weather-related phenomena and begins to notice relationships and patterns over time, such as it is warmer in the summer and colder in the winter.</p> <p>8.1PS.7 develops an awareness of nature through the exploration of natural environments and materials or through caring for animals or plants.</p>	<p>SCI 2.5 Natural & Earth Science Recognizes that all living things have similar basic needs.</p> <p>SCI 2.3-4 Natural & Earth Notices changes in temperature or weather. Identifies the climate and weather in the immediate environment.</p> <p>SCI 2.5 Natural & Earth Science Recognizes that all living things have similar basic needs.</p>
Scientific Reasoning - Preschool (3 - 5 years)	
Standard 8.2.PS Children use reasoning to make sense of information and design solutions to problems in their environment.	
<p>Benchmarks: The child...</p> <p>8.2.PS.1 begins to make comparisons and to categorize nonliving things based on characteristics she or he can observe, such as texture, color, size, shape, temperature, sound, odor, usefulness, and weight.</p> <p>8.2.PS.2 uses information from investigations to identify similarities and differences in characteristics and behavior of living things and to make inferences about needs and how to meet needs such as caterpillars eat leaves.</p> <p>8.2.PS.3 uses prior experiences and/or data from observations to identify patterns in how living and nonliving things stay the same or change over time and/or when conditions change such</p>	<p>SCI 3.4 Physical Science Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p> <p>SCI 2.6 Natural & Earth Science Describes how living things obtain what they need to survive. Groups living things by similar features.</p> <p>SCI 1.4 Investigation & Inquiry Uses past knowledge to explain observed changes.</p>

<p>as plants grow with the proper amounts of water and light; combine substances; heat/cool an item; and baby animals generally resemble their parents.</p> <p>8.2.PS.4 begins to identify ways humans positively and negatively impact the environment such as beginning awareness of conservation and respect for the environment, based on investigations.</p> <p>8.2.PS.5 describes and compares the properties and motions of objects in terms of speed and direction, based on exploration, such as faster, down, and beside; and begins to notice cause and effect relationships such as a ball rolls faster on a steeper incline.</p> <p>8.2.PS.6 begins to notice patterns such as differences in weather in different seasons, and how different types of weather influence people and the environment, based on long-term explorations of weather and observations of the earth and sky.</p>	<p>SCI 2.6-7 Natural & Earth Science Describes how living things obtain what they need to survive. Describes how an organism's features and surroundings help it survive.</p> <p><u>Note:</u> Add "throws own trash, do recycling, or gardening"</p> <p>SCI 2.5 Natural & Earth Science</p> <p>SCI 3.6 Physical Science Experiments and compares the movements of various objects on a variety of surfaces.</p> <p>SCI 2.5 Natural & Earth Science Identifies current season and explains how weather affects personal life.</p>
Scientific Communications - Preschool (3 - 5 years)	
Standard 8.3.PS Children share information and understanding about experiences in their environment.	
<p>Benchmarks: The child...</p> <p>8.3.PS.1 shares observations and ideas about the properties and behavior of nonliving and living things through a variety of</p>	<p>SCI 2.5 Natural & Earth Science Sorts organisms as living or nonliving and explains why.</p>

modalities such as language, drawing, modeling, gesturing, and dramatizing.

8.3.PS.2 obtains, evaluates, and uses age-appropriate text and online resources, with support, to gather information related to a topic of study and makes connections to observations and experiences such as when studying butterflies, children may evaluate a variety of books and begin to identify which books are most useful for learning about real butterflies.

8.3.PS.3 begins to ask questions of others to seek more information on a topic, and participates in generating questions to ask a visiting expert on a topic of interest.

8.3.PS.4 offers evidence to explain the thought process he or she used to make conclusions or claims, and listens to the claims, conclusions, and evidence of others to begin to identify areas of agreement and disagreement.

8.3.PS.5 participates in creating a final product such as a panel, classroom book, or newsletter that communicates what was learned during one exploration or during the study of a topic over time, and contributes through language, drawing, writing, or choosing items to include.

SCI 1.5 Investigation & Inquiry Explores and records observations by drawing. Describes and compares observations.

SCI 1.5-6 Investigation & Inquiry Describes and compares observations. Gathers information or experiments to prove/disprove a hypothesis.

SCI 4.5 Technology Experiments with simple technology to solve problems or accomplish tasks.

Note:

Add “to get information/research online with adult’s assistance”


SCI 1.5 Investigation & Inquiry Asks questions or shows curiosity about scientific phenomenon.


SCI 1.6 Investigation & Inquiry Gathers information or experiments to prove/disprove a hypothesis.

SCI 1.5 Investigation & Inquiry Explores and records observations by drawing.

LLD 7.5 Writing Uses a combination of drawing, dictating and writing to express and record an event or idea.

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.


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.

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