



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**Massachusetts Guidelines for Preschool  
and Kindergarten Experience**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Massachusetts Guidelines for Preschool and Kindergarten Experience**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto: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](http://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.



Guidelines for Preschool and Kindergarten Experience

Experience Early Learning Developmental Continuum of Skills

Social and Emotional Development and Approaches to Play and Learning	
Self Awareness	
<i>Understanding and Expression of Emotions</i>	
<b>SEL1: The child will be able to recognize, identify, and express his/her emotions.</b>	<b>SED 2.4-5 Self-Regulation</b> Recognizes personal feelings. Names some personal feelings and uses strategies to manage behavior.
<i>Self-Perception/Self-Concept</i>	
<b>SEL2: The child will demonstrate accurate self-perception.</b>	<b>SED 1.4-5 Self-Awareness</b> When given two to three options, chooses his/her most desired option. Describes and compares preferences of self and others.
<i>Self-Efficacy (Confidence/Competence)</i>	
<b>SEL3: The child will demonstrate self-efficacy (confidence/competence).</b>	<b>SED 3.4-5 Attention and Persistence</b> 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.
Self-Management	
<i>Impulse Control and Stress Management</i>	
<b>SEL4: The child will demonstrate impulse control and stress management.</b>	<b>SED 2.4-5 Self-Regulation</b> 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.
Social Awareness	
<i>Empathy</i>	
<b>SEL5: The child will display empathetic characteristics.</b>	<b>SED 4.4 Social Relationships</b> Explains why someone may be happy or sad.
<i>Recognition of Diversity and Demonstration of Respect for Others</i>	
<b>SEL6: The child will recognize diversity and demonstrate respect for others.</b>	<b>SED 4.4-5 Social Relationships</b> Participates in group with those different than self. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.
Relationship Skills	
<i>Interpersonal Communication</i>	
<b>SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.</b>	<b>LLD 2.5 Communication</b> Understands that people may use various forms of communication (such as sign language, braille, different languages) to express ideas.
<i>Social Relationships</i>	
<b>SEL8: The child will engage socially, and build relationships with other children and with adults.</b>	<b>SED 4.4-5 Social Relationships</b> Participates in group with those different than self. Initiates play with one or more persons. Identifies roles of self and others during tasks or pretend play.

<i>Conflict Management</i>	
<b>SEL9: The child will demonstrate the ability to manage conflict.</b>	<b>SED 4.4 Social Relationships</b> Asks adult to help solve problems. <b>SED 2.4 Self-Regulation</b> With support, negotiates ways to handle nonroutine transitions.
<i>Seeking and Offering Help</i>	
<b>SEL10: The child will demonstrate the ability to seek help and offer help.</b>	<b>SED 4.4-5 Social Relationships</b> Asks adult to help solve problems. Offers to help others.
Responsible Decision Making	
<i>Personal, Social, and Ethical Responsibility</i>	
<b>SEL11: The child will demonstrate beginning personal, social, and ethical responsibility.</b>	<b>SS 2.4 Civics &amp; Economics</b> Follows familiar rules and helps make group decisions. <b>PD 3.4-5 Safety</b> Tries to solve own social problems. Describes reasons for safety rules and reminds others to follow them.
<i>Reflection and Evaluation</i>	
<b>SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his/her actions and decisions.</b>	<b>MR 7.4 Logic &amp; Reasoning</b> Tries out many possible solutions to a problem.
Approaches to Learning	
<i>Initiative, self-direction, and independence</i>	
<b>APL 1: The child will demonstrate initiative, self-direction, and independence.</b>	<b>CA 3 Visual Arts</b> Makes choices throughout the artistic process. Plans, designs and seeks materials to make a creation.

<i>Eagerness and Curiosity as a Learner</i>	
<b>APL 2: The child will demonstrate eagerness and curiosity as a learner.</b>	<b>SCI 1.5 Investigation &amp; Inquiry</b> Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing.
<i>Focus and Persistence</i>	
<b>APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.</b>	<b>SED 3.4-5 Attention &amp; Persistence</b> Practices or repeats an activity many times until successful. Sustains focus for at least five minutes, persisting even if there are problems or distractions.
<i>Creativity</i>	
<b>APL4: The child will demonstrate creativity in thinking and use of materials.</b>	<b>CA 3.4-5 Visual Arts</b> Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. Plans, designs and seeks materials to make a creation.
<i>Cooperative Play and Learning</i>	
<b>APL5: The child will cooperate with others in play and learning.</b>	<p><b>SED 4.4-5 Social Relationships</b> Participates in group with those different than self. Identifies roles of self and others during tasks or pretend play.</p> <p><b>CA 2.5 Dance &amp; Movement</b> Follows a leader to perform a simple movement pattern.</p> <p><b>CA 4.5 Drama</b> Plays a role in group dramatic play.</p>
<i>Problem Solving</i>	

<p><b>APL6: The child will seek multiple solutions to a question, task, or problem.</b></p>	<p><b>SCI 1.4 Investigation &amp; Inquiry</b> When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.</p>
<p><i>Organizational Skills</i></p>	
<p><b>APL7: The child will demonstrate organizational skills.</b></p>	<p><b>LLD 1.5 Listening</b> Follows multi-step directions given verbally.</p> <p><b>MR 2.4 Spatial Awareness</b> When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.</p> <p><b>CA 2.4 Dance &amp; Movement</b> Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements.</p> <p><b>PD 4.4 Personal Care</b> Follows a routine of rest and active play.</p>
<p><i>Retain and Recall Information</i></p>	
<p><b>APL8: The child will be able to retain and recall information.</b></p>	<p><b>LLD 6.4-5 Reading Comprehension</b> Anticipates what comes next in familiar stories. Relates to the characters or events of the story and shares a similar experience or object from own life.</p> <p><b>SCI 1.4 Investigation &amp; Inquiry</b> Uses past knowledge to explain observed changes.</p> <p><b>SS 4.4 History &amp; Sense of Time</b> Recalls information and events from the past.</p>

English Language Arts	
Reading: Literature (RL)	
<i>Key Ideas and Details</i>	
<b>RL.PK.1 (MA).</b> With prompting and support, ask and answer questions about a story or poems read aloud.	<b>LLD 6.5 Reading Comprehension</b> Asks and answers simple questions about characters, setting and events.
<b>RL.PK.2.</b> With prompting and support, retell a sequence of events from a story read aloud.	<b>LLD 6.4 Reading Comprehension</b> Anticipates what comes next in familiar stories.
<b>RL.PK.3</b> With prompting and support, act out characters and events from a story or poem read aloud.	<b>LLD 6.4 Reading Comprehension</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
<i>Craft and Structure</i>	
<b>RL.PK.4.</b> With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<b>LLD 6.4-5 Reading Comprehension</b> Expresses likes or dislikes within the story. Asks and answers simple questions about characters, setting and events.  <b>LLD 2.5 - 6 Communication</b> Asks what unfamiliar words mean. Uses new or technical words learned in conversations or through reading.
<b>RL.PK.5.</b> Show awareness of the rhythmic structure of a poem or song by clapping or movement.	<b>CA 1.4-5 Music</b> Claps along to simple rhythm patterns. Repeats simple rhythm patterns.



<b>RL.PK.6.</b> With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	<b>LLD 6.4 Reading Comprehension</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
<i>Integration of Knowledge and Ideas</i>	
<b>RL.PK.7.</b> With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<b>LLD 6.4 Reading Comprehension</b> Anticipates what comes next in familiar stories. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.
<b>RL.PK.9.</b> With prompting and support, make connections between a story or poem and one’s own experiences.	<b>LLD 6.5 Reading Comprehension</b> Relates to the characters or events of the story and shares a similar experience or object from own life.
<i>Range of Reading and Level of Text Complexity</i>	
<b>RL.PK.10.</b> Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	<b>LLD 1.4 Listening</b> Listens to a story or request then responds appropriately.
Reading: Informational Text (RI)	
<i>Key Ideas and Details</i>	
<b>RL.PK.1.</b> With prompting and support, ask and answer questions about an informational text read aloud.	<b>LLD 6.4-5 Reading Comprehension</b> Expresses likes or dislikes within the story. Asks and answers simple questions about characters, setting and events.
<b>RL.PK.2.</b> With prompting and support, recall important facts from an informational text after hearing it read aloud.	<b>LLD 6.4-5 Reading Comprehension</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.

<p><b>RI.PK.3.</b> With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).</p>	<p><b>LLD 6.4 Reading Comprehension</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p><i>Craft and Structure</i></p>	
<p><b>RI.PK.4.</b> With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p>	<p><b>LLD 6.4 Reading Comprehension</b> Asks and answers questions about text, retells a story by pointing at pictures or role-playing with props.</p>
<p><b>RI.PK.5.</b> Standard begins in Kindergarten or when the individual child is ready.</p>	
<p><b>RI.PK.6.</b> With prompting and support “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p>	<p><b>LLD 6.5 Reading Comprehension</b> Relates to the characters or events of the story and shares a similar experience or object from own life.</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p><b>RI.PK. 7.</b> With prompting and support, describe important details from an illustration or photograph.</p>	<p><b>SS 3.5 Geography</b> Identifies what is represented on a map.</p>
<p><b>RI.PK. 8:</b> Begins in kindergarten or when the individual child is ready.</p>	
<p><b>RI.PK.9.</b> With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.</p>	<p><b>LLD 5.6 Concepts of Print</b> Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator.</p>

<b><i>Range of Reading and Level of Text Complexity</i></b>	
<b>RI.PK.10.</b> Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	<b>LLD 1.4 Listening</b> Listens to a story or request then responds appropriately.
Reading: Foundational Skills (RF)	
<b><i>Print Concepts</i></b>	
<p><b>F.PK.1:</b> With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <p><b>a.</b> Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p><b>b.</b> (Begins in kindergarten or when the individual child is ready.)</p> <p><b>c.</b> (Begins in kindergarten or when the individual child is ready.)</p> <p><b>d.</b> Recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name.</p>	<p><b>LLD 5.3 Concepts of Print</b> Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p><b>LLD 5.4 Concepts of Print</b> Identifies letters, words, spaces and some punctuation.</p>
<b><i>Phonological Awareness</i></b>	
<p><b>F.PK.2.</b> With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p><b>b.</b> With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p>	<p><b>LLD 3.5 Phonological Awareness</b> Identifies the beginning and ending sounds of words.</p> <p><b>LLD 3.6 Phonological Awareness</b> Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p>

<p>c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.</p> <p>d. (Begins in kindergarten or when the individual child is ready.)</p> <p>e. (Begins in kindergarten or when the individual child is ready.)</p>	<p><b>LLD 3.4 Phonological Awareness</b> Identifies words that have a similar beginning sound.</p>
<p><b><i>Phonics and Word Recognition</i></b></p>	
<p><b>F.PK.3.</b> Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”).</p> <p>b. (Begins in kindergarten or when the individual child is ready.)</p> <p>c. Recognize their own name and familiar common signs and labels (e.g., STOP).</p> <p>d. (Begins in kindergarten or when the individual child is ready.)</p>	<p><b>LLD 4.5 Alphabetic Knowledge</b> Names all upper- and lowercase letters when presented in random order and identifies at least 15 letter sounds.</p> <p><b>LLD 4.4 Alphabetic Knowledge</b> Recognizes some common words in print, such as his/her name, mom, dad.</p>
<p><b><i>Fluency</i></b></p>	
<p><b>F.PK.4.</b> See K standard (Begins in kindergarten or when the individual child is ready.) Activities included here are meant to build a foundation for the K standard. Possible Evidence - Over time, recognize an increasing number of words in familiar books.</p>	<p><b>LLD 4.4 Alphabetic Knowledge</b> Recognizes some common words in print, such as his/her name, mom, dad.</p>
<p><b>Writing (W)</b></p>	

<b><i>Text Types and Purposes</i></b>	
<b>W.PK.1.</b> Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen”).	<b>LLD 7.5 Writing</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.
<b>W.PK.2.</b> Use a combination of dictating and drawing to supply information about a topic.	<b>LLD 7.5 Writing</b> Uses a combination of drawing, dictating and writing to express and record an event or idea.
<b>W.PK.3.</b> Use a combination of dictating and drawing to tell a story.	<b>LLD 7.5-6 Writing</b> Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.
<b><i>Production and Distribution of Writing</i></b>	
<b>W.PK.4.</b> (Begins in grade 1.)	
<b>W.PK.5.</b> (Begins in kindergarten or when the individual child is ready.)	
<b>W.PK.6.</b> Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	<b>SCI 4.5 Technology</b> Experiments with simple technology to solve problems or accomplish tasks.  <b>LLD 2.5 Communication</b> use various forms of communication (such as sign language, braille, different languages and technology) to express ideas
<b><i>Research to Build and Present Knowledge</i></b>	

<b>W.PK.7.</b> (Begins in kindergarten or when the individual child is ready.)	
<b>W.PK.8.</b> (Begins in kindergarten or when the individual child is ready.)	
<b>W.PK.9.</b> (Begins in grade 4.)	
<b>W.PK.10.</b> (Begins in kindergarten or when the individual child is ready.)	
<b>Speaking and Listening (SL)</b>	
<b><i>Comprehension and Collaboration</i></b>	
<p><b>SL.PK.1.</b> Participate in collaborative conversations with diverse partners during daily routines and play.</p> <p><b>a.</b> Observe and use appropriate ways of interacting <b>in a group</b> (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).</p> <p><b>b.</b> Continue a <b>conversation</b> through multiple exchanges.</p>	<p><b>LLD 1.4 Listening</b> Listens to a story or request then responds appropriately.</p> <p><b>LLD 2.4 Communication</b> Asks simple questions and stays on topic for two to three exchanges</p>
<p><b>SL.PK.2.</b> Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g. watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p><b>LLD 6.4 Reading Comprehension</b> Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p><b>SL.PK.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>SCI 1.4-5 Investigation &amp; Inquiry</b> Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible</p>

	<p>answer or outcome.Asks questions or shows curiosity about scientific phenomenon.</p> <p><b>LLD 1.4 Listening</b> Asks what objects are called.</p>
<b><i>Presentation of Knowledge and Ideas</i></b>	
<b>SL.PK.4.</b> Describe personal experiences; tell stories.	<b>LLD 2.5 Communication</b> Tells stories and engages in conversations through multiple exchanges.
<b>SL.PK.5.</b> Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	<b>LLD 7.4-5 Writing</b> 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.
<b>SL.PK.6.</b> Speak audibly and express thoughts, feelings, and ideas	<b>LLD 2.6 Communication</b> Speaks audibly. Explains personal thoughts.
<b>Language</b>	
<b><i>Conventions of Standard English</i></b>	
<p><b>L.PK.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10 (see pre-kindergarten mathematics standards for Counting and Cardinality).</p>	<b>LLD 2.5-6 Communication</b> Speaks in simple complete sentences. Uses plural nouns and common prepositions.
<b>L.PK.2.</b> (Begins in kindergarten.)	

<b>Vocabulary Acquisition and Use</b>	
<b>L.PK.3.</b> (Begins in grade 2.)	
<p><b>L.PK.4.</b> Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p> <p><b>a.</b> With guidance and support, generate words that are similar in meaning (e.g., <i>happy/glad, angry/mad</i>).</p>	<p><b>LLD 6.6 Reading Comprehension</b> With support, compares similarities between two texts.</p> <p><b>LLD 2. 6 Communication</b> Compares words and their meanings.</p>
<p><b>L.PK.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>a.</b> Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).</p> <p><b>b.</b> (Begins in kindergarten.)</p> <p><b>c.</b> Apply words learned in classroom activities to real-life examples (e.g., name places in school that are <i>fun, quiet, or noisy</i>).</p>	<p><b>LLD 2. 6 Communication</b> Compares words and their meanings.</p> <p><b>MR 6.5 Classification</b> Sorts objects by more than one feature and explains why.</p> <p><b>LLD 2.4 Communication</b> Describes familiar people, places and objects with expanding vocabulary</p>
<b>L.PK.6.</b> Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	<p><b>LLD 6.4 Reading Comprehension</b> Anticipates what comes next in familiar stories. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> <p><b>CA 4.6 Drama</b> Creates a setting, characters and events to tell a story.</p>
<b>Mathematics</b>	



Counting and Coordinality (CC)	
<i>Know number names and the count sequence</i>	
<b>PK.CC.1.</b> Listen to and say the names of numbers in meaningful contexts.	<b>MR 1.4 Number Sense</b> Counts up to ten objects. Creates and counts groups of up to five objects.
<b>PK.CC.2.</b> Recognize and name written numerals 0–10.	<b>MR 1.5 Number Sense</b> Identifies numerals to 10.
<i>Count to tell the number of objects</i>	
<b>PK.CC.3.</b> Understand the relationships between numerals and quantities up to ten.	<b>MR 1.4-5 Number Sense</b> Creates and counts groups of up to five objects. Solves addition and subtraction problems within ten.
<b>PK.CC.4</b> Count many kinds of concrete objects and actions up to ten, recognizing the “one more”, “one less” patterns, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	<b>MR 1.4 Number Sense</b> Counts up to ten objects.
<b>PK.CC.5</b> Use comparative language, such as <i>more/less than, equal to</i> , to compare and describe collections of objects.	<b>MR 1.4 Number Sense</b> Removes objects from the group as prompted and recounts.
<i>Compare Numbers</i>	
<b>No PK standard</b>	
Operations and Algebraic Thinking (OA)	
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
<b>PK.OA.1.</b> Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	<b>MR 1.4-5 Number Sense</b> Removes objects from the group as prompted and recounts. Solves addition and subtraction problems within ten.

<b>Number and Operations in Base Ten (NBT)</b>	
<i>Work with numbers 11–19 to gain foundations for place value</i>	
PK.NBT.1. no standard	
<b>Measurement and Data (MD)</b>	
<i>Describe and compare measurable attributes</i>	
<p><b>PK.MD.1.</b> Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., <i>long, short, tall, heavy, light, big, small, wide, narrow</i>).</p>	<b>MR 4.4 Measurement</b> Uses nonstandard measurement tools to estimate approximate size or volume.
<p><b>PK.MD.2.</b> Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p> <p>Connection : PK.CC.C.5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.</p>	<b>MR 4.3 Measurement</b> Determines which object is bigger (heavier, longer) when given two objects.
<i>Classify objects and count the number of objects in each category</i>	
<p><b>PK.MD.3.</b> Sort, categorize, and classify objects by more than one attribute.</p>	<b>MR 6.5 Classification</b> Sorts objects by more than one feature and explains why.
<i>Work with Money</i>	
<p><b>PK. MD.4.</b> Recognize that certain objects are coins and that dollars and coins represent money.</p> <p><b>Connection:</b> History and Social Science/Economics strand.</p>	<p><b>SS 2.5 Civics &amp; Economics</b> Explores the use of trade to receive objects or services.</p> <p><u>Note:</u> Add currency and/or coins in EEL standard.</p>
<b>Geometry</b>	

<b><i>Identify and Describe Shapes (squares, circles, triangles, rectangles)</i></b>	
<b>PK.G.1.</b> Identify relative positions of objects in space, and use appropriate language (e.g., <i>beside, inside, next to, close to, above, below, apart</i> ).	<b>MR 2.4 Spatial Awareness</b> 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.
<b>PK.G.2.</b> Identify various two-dimensional shapes using appropriate language.	<b>MR 3.5 Shapes</b> Describes basic and complex two- and three-dimensional shapes using own words.
<b><i>Analyze, Compare, Create, And Compose Shapes</i></b>	
<b>PK.G.3.</b> Create and Represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks).	<b>CA 3.5 Visual Arts</b> Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation.
<b>NO PK.G.4.</b> standard.	
<b>NO P.K.G.5</b> standard.	
<b>NO PK.G.6</b> standard	

Science and Technology/Engineering	
Earth and Space Sciences	
<b><i>ESS1 Earth's Place in the Universe</i></b>	
<b>PreK-ESS1-1 (MA).</b> Demonstrate awareness that the moon can be seen in the daytime and at night, and of the different apparent shapes of the moon over a month.  Clarification Statement: The names of moon phases or sequencing	<b>SCI 2.6 Natural &amp; Earth Science</b> Explains weather patterns and the basic properties and role of the sun, moon and earth.  <b>SCI 1.5 Investigation &amp; Inquiry</b> Asks questions or shows

moon phases is not expected.	curiosity about scientific phenomenon. Explores and records observations by drawing.
<b>PreK-ESS1-2 (MA).</b> Observe and use evidence to describe that the sun is in different places in the sky during the day.	<b>SCI 2.7 Natural &amp; Earth Science</b> Explains weather patterns and the basic properties and role of the sun, moon and earth.  <b>SCI 1.5 Investigation &amp; Inquiry</b> Asks questions or shows curiosity about scientific phenomenon. Explores and records observations by drawing.
<b>ESS2 Earth's Systems</b>	
<b>PreK-ESS2-1 (MA).</b> Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.	<b>SCI 2.5 Natural &amp; Earth Science</b> Recognizes that all living things have similar basic needs.
<b>PreK-ESS2-2 (MA).</b> Observe and classify non-living materials, natural and human made, in the local environment.	<b>SCI 2.5 Natural &amp; Earth Science</b> Sorts organisms as living or nonliving and explains why.
<b>PreK-ESS2-3 (MA).</b> Explore and describe different places water is found in the local environment.	<b>SS 3.4 Geography</b> Identifies different types of water bodies, streets, buildings and landmarks in own community.
<b>PreK-ESS2-4 (MA).</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.	<b>SCI 2.4 Natural &amp; Earth Science</b> Identifies the climate and weather in the immediate environment.
<b>PreK-ESS2-5 (MA).</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.  Clarification Statement: Descriptions of the weather can include sunny, cloudy, rainy, warm, windy, and snowy.	<b>SCI 2.7 Natural &amp; Earth Science</b> Explains weather patterns.

<p><b>PreK-ESS2-6 (MA).</b> Provide examples of the impact of weather on living things.</p> <p>Clarification statement: Make connections between the weather and what they wear and can do and the weather and the needs of plants and animals for water and shelter.</p>	<p><b>SCI 2.5 Natural &amp; Earth Science</b> Identifies current season and explains how weather affects personal life.</p>
<p><i>ESS3 Earth and Human Activity</i></p>	
<p><b>PreK-ESS3-1 (MA).</b> Engage in discussion and raise questions using examples about local resources, (including soil and water) humans use to meet their needs.</p>	<p><b>SCI 2.4 Natural &amp; Earth Science</b> Demonstrates an understanding that all people have needs.</p>
<p><b>PreK-ESS3-2 (MA).</b> Observe and discuss the impact of people’s activities on the local environment.</p>	<p><b>SCI 2.6-8 Natural &amp; Earth Science</b> Describes how living things obtain what they need to survive. Describes how an organism’s features and surroundings help it survive. Describes threats that living things must overcome to survive.</p> <p>Note: Add “people” can also help earth to survive</p>
<p><b>No PreK-ESS3-3</b></p>	
<p><b>Life Science</b></p>	
<p><i>LS1 From Molecules to Organisms: Structures and Processes</i></p>	
<p><b>Pre-K-LS1-1 (MA).</b> Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.</p> <p>Clarification Statement: Examples can include comparison of humans</p>	<p><b>SCI 2.6 Natural &amp; Earth Science</b> Groups living things by similar features.</p>

having two legs and horses four, but both use legs to move.	
<b>PreK-LS1-2 (MA)</b> Explain that most animals have five senses they use to gather information about the world around them.	<b>SCI 2.7 Natural &amp; Earth Science</b> Describes how an organism's features and surroundings help it survive.
<b>PreK-LS1-3 (MA).</b> Use their five senses in their exploration and play to gather information.	<b>CA 1.4-5 Music</b> Uses voice, common objects or instruments to create music. Hears the change of musical phrases in a song.
<b><i>LS2 Ecosystems: Interactions, Energy, and Dynamics</i></b>	
<b>PK-LS2-1 (MA).</b> Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.	<b>SCI 2.5 Natural &amp; Earth Science</b> Sorts organisms as living or nonliving and explains why.
<b>PK-LS2-2 (MA).</b> Using evidence from the local environment to explain how familiar plants and animals meet their needs where they live.  Clarification Statements: <ul style="list-style-type: none"> <li>● Basic needs include water, food, air, shelter, and, for most plants, light.</li> <li>● Examples of evidence can include squirrels gathering nuts for the winter and plants growing in the presence of sun and water.</li> <li>● The local environment includes the area around the student's school, home, or adjacent community.</li> </ul>	<b>SCI 2.6 Natural &amp; Earth Science</b> Describes how living things obtain what they need to survive.
<b>PK-LS2-3 (MA).</b> Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.	<b>SCI 2.7 Natural &amp; Earth Science</b> Describes how an organism's features and surroundings help it survive.
<b><i>LS3 Variation of Traits</i></b>	

<p><b>PreK-LS3-1 (MA).</b> Use observations to explain that young plants and animals are like but not exactly like their parents.</p> <p>Clarification Statement: Examples of observations include puppies that look similar but not exactly the same as their parents.</p>	<p><b>SCI 2.6 Natural &amp; Earth Science</b> Groups living things by similar features.</p>
<p><b>PreK-LS3-2(MA).</b> Use observations to recognize differences and similarities among themselves and their friends.</p>	<p><b>SS 1.3 Culture &amp; Community</b> Identifies differences between self and others.</p>
Physical Science	
<i>PS1 Matter and Its Interactions</i>	
<p><b>PreK-PS1-1 (MA).</b> Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.</p>	<p><b>SCI 3.7 Physical Science</b> Identifies materials that are solid, liquid and gas.</p>
<p><b>PreK-PS1-2 (MA).</b> Investigate natural and human-made objects to describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.</p>	<p><b>SCI 3.6 Physical Science</b> Classifies and sorts materials by a variety of physical properties.</p>
<p><b>PreK-PS1-3 (MA).</b> Differentiate between the properties of an object and those of the material of which it is made.</p>	<p><b>SCI 3.4 Physical Science</b> Describes basic physical properties of objects including textures and colors.</p>
<p><b>PreK-PS1-4 (MA).</b> Recognize through investigation that physical objects and materials can change under different circumstances.</p> <p>Clarification statement: Changes include building up or breaking apart, mixing, dissolving, or changing state.</p>	<p><b>SCI 3.5 Physical Science</b> Manipulates matter and observes any physical changes that may occur.</p>
<i>PS2 Motion and Stability: Forces and Interactions</i>	
<p><b>PreK-PS2-1 (MA).</b> Using evidence, discuss ideas about what is</p>	<p><b>SCI 3.4-5 Physical Science</b> Explains how common</p>

making something move the way it does and how some movements can be controlled.	vehicles, animals and people move. Experiments with and explains invisible forces, e.g., ramps, magnets.
<p><b>PreK-PS2-2 (MA).</b> Through experience, develop awareness of factors that influence whether things stand or fall.</p> <p>Clarification statement: Examples of factors in children’s construction play include using a broad foundation when building, considering the strength of materials, and using balanced weight distribution in a block building.</p>	<p><b>SCI 3.5-6 Physical Science</b> Experiments with and explains invisible forces, e.g., ramps, magnets. Experiments and compares the movements of various objects on a variety of surfaces.</p>
<i>PS3 Energy</i>	
No PreK-PS3-1 or –2	
<i>PS4 Waves and Their Applications in Technologies for Information Transfer</i>	
<p><b>PreK-PS4-1 (MA).</b> Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	<p><b>SCI 4.5-6 Technology</b> Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p><b>PreK-PS4-2 (MA).</b> Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.</p>	<p><b>SCI 1.5 Investigation &amp; Inquiry</b> Explores and records observations by drawing. Describes and compares observations.</p>

History and Social Science	
History	



<p><b>PreK-K.1</b> Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H)</p> <ul style="list-style-type: none"> <li>A. Columbus Day</li> <li>B. Independence Day</li> <li>C. Martin Luther King, Jr. Day</li> <li>D. Presidents’ Day</li> <li>E. Thanksgiving</li> </ul> <p><b>PreK-K.2</b> Put events in their own and their families’ lives in temporal order.</p>	<p><b>SS 4.4-5 History &amp; Sense of Time</b> Recalls information and events from the past. Uses language of time to describe familiar sequences of events.</p> <p><b>SS 1.3 Culture &amp; Community</b> Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.</p>
<p>Geography</p>	
<p><b>PreK-K.3</b> Identify the student’s street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student’s school and the city or town in which it is located. (G)</p> <p><b>PreK-K.4</b> Describe the location and features of places in the immediate neighborhood of the student’s home or school. (G)</p>	<p><b>SS 3.5 Geography</b> Draws pictures of current location.</p> <p><b>SS 3.4 Geography</b> Identifies different types of water bodies, streets, buildings and landmarks in own community.</p>
<p>Civics and Government</p>	
<p><b>PreK-K.5</b> Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)</p> <p><b>PreK-K.6</b> Identify and describe family or community members who promote the welfare and safety of children and adults. (C)</p> <p><b>PreK-K.7</b> Demonstrate understanding that there are important American symbols by identifying</p>	<p><b>SS 2.6 Civics &amp; Economics</b> Discusses the purposes of rules, laws and civic leaders.</p> <p><b>SS 2.5 Civics &amp; Economics</b> Applies familiar rules and suggests new rules in a variety of situations.</p>

<p>A. the American flag and its colors and shapes  B. the melody of the national anthem  C. the picture and name of the current president  D. the words of the Pledge of Allegiance. (C)</p>	
Economics	
<p><b>PreK-K.8</b> Give examples of different kinds of jobs that people do, including the work they do at home. (E)  <b>PreK-K.9</b> Explain why people work (e.g., to earn money in order to buy things they want). (E)  <b>PreK-K.10</b> Give examples of the things that people buy with the money they earn. (E)</p>	<p><b>SS 2.5-6 Civics &amp; Economics</b> Explores the use of trade to receive objects or services. Exchanges money, goods or services for other goods or services. Describes ways one might use money, goods or services.</p>

Comprehensive Health	
Physical Health	
<i>Growth and Development</i>	
<p><b>The PreK–12 Standards for the Physical Health Strand:</b></p> <ol style="list-style-type: none"> <li><i>Growth and Development.</i> Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and acquire skills to promote and maintain positive growth and development.</li> </ol>	<p><b>CA 2.4 Dance &amp; Movement</b> Describes and demonstrates multiple ways to move body parts.</p>
<i>Physical Activities and Fitness</i>	

<p>2. <i>Physical Activities and Fitness</i>. Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and use principles of training and conditioning, learn biomechanics and exercise physiology, and apply the concept of wellness to their lives.</p>	<p><b>PD 2.4-5 Fine Motor</b> Snips with scissors. Follows a straight line when cutting and drawing.</p>
<p><b><i>Nutrition</i></b></p>	
<p>3. <i>Nutrition</i>. Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.</p>	<p><b>PD 4.4 Personal Care</b> Regulates toileting and handwashing needs.</p> <p><b>PD 5.5 Nutrition</b> Identifies food groups and sorts food.</p>
<p><b><i>Reproduction and Sexuality</i></b></p>	
<p>4. <i>Reproduction/Sexuality</i>. Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.</p>	<p><b>SCI 1.4 Investigation &amp; Inquiry</b> Observes and describes changes that occur to familiar objects and people.</p>
<p>Safety and Prevention</p>	
<p><b><i>Disease Prevention and Control</i></b></p>	
<p><b><i>The PreK–12 Standards for the Safety and Prevention Strand:</i></b></p> <p>1. <i>Disease Prevention and Control</i>. Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and gain skills related to health promotion, disease prevention, and health maintenance.</p>	<p><b>PD 4.5 Personal Care</b> Explains how germs spread and describes simple strategies for preventing the spread.</p>

<b><i>Safety and Injury Prevention</i></b>	
<p>2. <i>Safety and Injury Prevention</i>. Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, avoid, recognize, and report verbal, physical, and emotional abuse situations, and assess factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.</p>	<p><b>PD 3.5 Safety</b> Describes reasons for safety rules and reminds others to follow them.</p>
<b><i>Tobacco Alcohol and Other Substances</i></b>	
<p>3. <i>Tobacco, Alcohol and Other Substances</i>. Students will acquire the knowledge and skills to be competent in making health-enhancing decisions about the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.</p>	<p><b>PD 3.7 Safety</b> Identifies emergency situations and how to behave accordingly.</p>
<b><i>Violence Prevention</i></b>	
<p>4. <i>Violence Prevention</i>. Students will learn how their actions affect others, understand the power that positive character traits can have in violence prevention, gain skills to report incidents of violence and hurtful behavior to adults in the school and community, avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.</p>	<p><b>SED 2.5 Self-Regulation</b> Names some personal feelings and uses strategies to manage behavior.</p>

Personal and Community Health Information	
<i>Consumer Health and Resource Management</i>	
<p><b>The PreK–12 Standards for the Personal and Community Health Information Strand:</b></p> <p>1. <i>Consumer Health and Resource Management.</i> Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and wellbeing for themselves, their families, and their communities.</p>	<p><b>SS 1.4 Culture &amp; Community</b> Describes family and community members, their roles and their relationship to self.</p>
<i>Ecological Health</i>	
<p>2. <i>Ecological Health.</i> Students will gain knowledge of the interdependence between the environment and human health and acquire skills to care for the environment.</p>	<p>*No “possible evidence” indicated on the MA State standard.</p>
<i>Community and Public Health</i>	
<p>3. <i>Community and Public Health.</i> Students will learn the influence of social factors on health and contribution of public health and gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.</p>	<p><b>SS 1.5 Culture &amp; Community</b> Identifies roles and responsibilities of self and others to contribute to the community.</p>

The Arts	
Dance	

<i>Movement Elements and Dance Skills</i>	
<p><b>The PreK–12 Standards for Dance in this Strand:</b></p> <p>1. <b>Movement Elements and Dance Skills.</b> Students will identify and demonstrate movement elements and dance skills.</p>	<p><b>CA 2.4-5 Dance &amp; Movement</b> Describes and demonstrates multiple ways to move body parts. Creates movements based on own ideas.</p>
<i>Choreography</i>	
<p>2. <b>Choreography.</b> Students will create movement compositions based on choreographic principles, processes, and forms.</p>	<p><b>CA 2.5-6 Dance &amp; Movement</b> Follows a leader to perform a simple movement pattern. Recalls a simple movement pattern and performs it individually or in a group.</p>
<i>Dance as Expression</i>	
<p>3. <b>Dance as Expression.</b> Students will demonstrate an understanding of dance as a way to express and communicate meaning.</p>	<p><b>SS 1.6 Culture &amp; Community</b> Explains how individuals, families and cultures differ.</p>
<i>Performance in Dance</i>	
<p>4. <b>Performance in Dance.</b> Students will rehearse and stage dance works.</p>	<p><b>CA 2.4-5 Dance &amp; Movement</b> Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. Creates movements based on own ideas.</p>
<i>Critical Response</i>	
<p>5. <b>Critical Response.</b> Students will describe and analyze their own dances and the dances of others using appropriate dance vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p><b>CA 2.4 Dance &amp; Movement</b> Describes and demonstrates multiple ways to move body parts.</p> <p><b>SCI 1.5 Investigation &amp; Inquiry</b> Describes and compares observations.</p>

Music	
<i>Singing</i>	
<p><b>The PreK–12 Standards for Music in this Strand:</b></p> <p>1. <b>Singing.</b> Students will sing, alone and with others, a varied repertoire of music.</p>	<p><b>CA 1.5-6 Music</b> Sings along to familiar songs. Creates simple rhythm patterns.</p>
<i>Reading and Notation</i>	
<p>2. <b>Reading and Notation.</b> Students will read music written in standard notation.</p>	<p><b>CA 1.4 Music</b> Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music.</p>
<i>Playing Instruments</i>	
<p>3. <b>Playing Instruments.</b> Students will play instruments, alone and with others, to perform a varied repertoire of music.</p>	<p><b>CA 1.4 Music</b> Claps along to simple rhythm patterns. Uses voice, common objects or instruments to create music.</p>
<i>Improvisation and Composition</i>	
<p>4. <b>Improvisation and Composition.</b> Students will improvise, compose, and arrange music.</p>	<p><b>CA 1.7 Music</b> Interprets and compares many types of music.</p>
<i>Critical Response</i>	
<p>5. <b>Critical Response.</b> Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate,</p>	<p>*No “possible evidence” indicated on the MA State standard.</p> <p><u>Note:</u> If we can base it from the “critical response” in the Dance</p>


students will connect their analysis to interpretation and evaluation.	section, we can use the standard below. <b>SCI 1.5 Investigation &amp; Inquiry</b> Describes and compares observations.
<b>Theater</b>	
<i>Acting</i>	
<p><b>The PreK–12 Standards for Theatre in this Strand:</b></p> <p>1. <b>Acting.</b> Students will develop acting skills to portray characters who interact in improvised and scripted scenes.</p>	<p><b>CA 4.4-5 Drama</b> Plays a role in group dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.</p>
<i>Reading and Writing Scripts</i>	
<p>2. <b>Reading and Writing Scripts.</b> Students will read, analyze, and write dramatic material.</p>	<p><b>CA 4.5 Drama</b> Uses a combination of real and imaginary props or characters to play out a scene.</p>
<i>Directing</i>	
<p>3. <b>Directing.</b> Students will rehearse and stage dramatic works.</p>	<p><b>CA 4.6 Drama</b> Creates a setting, characters and events to tell a story.</p>
<i>Technical Theatre</i>	
<p>4. <b>Technical Theatre.</b> Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</p>	<p><b>CA 4.5 Drama</b> Uses a combination of real and imaginary props or characters to play out a scene.</p> <p><b>CA 4.8 Drama</b> Plans a story and creates costumes, settings or props to create a mood or environment.</p>



<i><b>Critical Response</b></i>	
5. <b>Critical Response.</b> Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.	<p><b>SED 3.5 Attention &amp; Persistence</b> Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p> <p><b>SCI 1.5 Investigation &amp; Inquiry</b> Describes and compares observations.</p>
Visual Arts	
<i><b>Methods, Materials and Techniques</b></i>	
<p><b>The PreK–12 Learning Standards for the Visual Arts:</b></p> <p>1. <b>Methods, Materials, and Techniques.</b> Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p>	<p><b>CA 3.4 Visual Arts</b> Chooses an object or art tool to use with a given medium for a desired effect.</p>
<i><b>Elements and Principles of Design</b></i>	
2. <b>Elements and Principles of Design.</b> Students will demonstrate knowledge of the elements and principles of design.	<p><b>CA 3.6 Visual Arts</b> Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object.</p>
<i><b>Observation, Abstraction, Invention and Expression</b></i>	
3. <b>Observation, Abstraction, Invention, and Expression.</b> Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.	<p><b>CA 3.7 Visual Arts</b> Creates art to express ideas, thoughts and feelings.</p>
<i><b>Drafting, Revising, and Exhibiting</b></i>	

<p>4. <b>Drafting, Revising, and Exhibiting.</b> Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p>	<p><b>CA 3.8 Visual Arts</b> Creates art and explains why and how s/he chose specific materials and techniques.</p> <p><b>CA 3.6 Visual Arts</b> Creates arts to represent an idea or object. Explains how it was made.</p>
<p><i>Critical Response</i></p>	
<p>5. <b>Critical Response.</b> Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p><b>CA 3.4 Visual Arts</b> Makes choices throughout the artistic process.</p>


# Developmental Continuum of Skills

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

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

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

Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 <b>Mathematics &amp; Reasoning</b>	<b>MR 1 Number Sense</b>	Hears numbers in everyday context. Hears rote counting. Looks for an object that is taken out of sight.	Recognizes the numeral one and sees other numerals around the room. Repeats number words when heard. Demonstrates an understanding of one, two and more.	Recognizes numerals to three. Points to one object at a time while counting (not always in correct order). Creates groups of objects. Adds to and removes from group as prompted.	Identifies numerals to five. Counts up to ten objects. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.	Identifies and writes numerals to 20. Counts to 100 by ones and tens. Counts forward from a given number. Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$ .	Identifies and counts in sequence to 120 from a given number. Uses manipulatives to group and count units. Determines if a given addition or subtraction equation is true or false.	Compares and orders numerals to 1000. Identifies if a number is even or odd. Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20. Solves addition or subtraction word problems.
	<b>MR 2 Spatial Awareness</b>	Plays with objects and toys that are a variety of shapes. Participates as caregiver raises arms or legs and says up/down. Tries to put one object inside another.	Purposely turns or spins objects. Follows simple positional directions such as on/off, over/under and up/down. Fills container then dumps out the contents.	Recognizes objects that are upside down and turns them right-side up. Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. When prompted, places objects next to, between, in front of or behind objects not related to self. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Explains the location of an object in relation to another object. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Makes simple maps or models to represent the location of objects. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Gives and follows positional instructions to find objects. Builds complex shapes from simpler shapes. Splits shapes into four equal parts.	Determines when shapes have been rotated or flipped. Uses representations, coordinate systems and maps. Separates a shape into halves, thirds and fourths.
	<b>MR 3 Shapes</b>	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
	<b>MR 4 Measurement</b>	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
	<b>MR 5 Patterns</b>	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
	<b>MR 6 Classification</b>	Recognizes familiar people and objects. Recognizes self as being separate from others.	When shown one object, finds the match. Identifies and names familiar people, characters and animals.	Sort objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	<b>MR 7 Logic &amp; Reasoning</b>	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his or her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

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

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



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