



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





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **New Mexico Pre-Kindergarten Standards**. 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.



New Mexico Pre-Kindergarten Standards  
Skills

Experience Early Learning Developmental Continuum of

Physical Development, Health, and Well-Being	Preschool / PreK	Kindergarten
1. The child uses gross motor control independently, including balance, spatial awareness, and stability.	PD 1 Gross Motor - Builds strength, coordination and balance of large muscles.	
E.I. 1.1 Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	PD 1.4 Balances and hops on one foot.	PD 1.5 Hops from one foot to the other. Begins to skip.
E.I. 1.2 Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., "Duck, duck, goose"]).	PD 1.4 Throws both overhand and underhand. Catches or kicks moving objects.	
2. The child independently uses fine motor skills.	PD 2 Fine Motor - Builds strength and coordination of small movements in hands.	
E.I. 2.1a Develops manual coordination to use writing and crafting tools.	PD 2.4 Manipulates objects with hands doing different things. Snips with scissors. Begins to string large beads.	PD 2.5 Follows a straight line when cutting and drawing.
E.I. 2.1b Demonstrates self-help fine motor skills such as buttoning and zipping.	PD 2.5 Buttons, zips, buckles and laces.	
Literacy		
5. The child demonstrates understanding and function of both receptive and expressive vocabulary.	LLD 1 Listening - Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.	

E.I. 5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions.	LLD 1.4 Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions. Follows related two-step directions given verbally.	LLD 1.5 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.
E.I 5.3 Demonstrates increasing abilities to understand and use language by the number, variety, and complexity of words across varied purposes.		LLD 1.6 Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information or stories shared verbally.
6. The child communicates experiences, ideas, and feelings through speaking or American Sign Language.	LLD 2 Communication - Uses verbal and nonverbal communication to express ideas.	
E.I. 6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	LLD 2.4 Speaks in sentences and asks questions using signs or verbal words. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions.	LLD 2.5 Speaks in simple complete sentences. Understands that people may communicate in various forms of communication (such as sign language, braille, different languages and technology) to express ideas. Tells stories and engages in conversations through multiple exchanges.
7. The child engages in activities that promote the acquisition of foundational reading skills.	LLD 3 Phonological Awareness - Hears small units of sounds at the beginning, middle and end of words. LLD 4 Alphabetic Knowledge - Identifies letters and symbols in print and understands that letters represent sounds.	

	LLD 5 Concepts of Print - Demonstrates print- and book handling knowledge. LLD 6 Reading Comprehension - Understands concepts of text. Recalls and extends details.	
E.I. 7.2 Demonstrates comprehension of a story “read aloud” by asking relevant questions or providing key details in literacy texts.	LLD 6.4 Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.	
E.I. 7.3a Shows an understanding of the basic concepts of print.	LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.	LLD 5.4 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.
E.I. 7.3b Understands that print carries meaning.	LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.	LLD 5.4 Tracks print from the end of one line to the beginning of the next line.
E.I. 7.4a Recognizes and generates rhyming sounds in spoken language.	LLD 3.4 Identifies words that have a similar beginning sound.	LLD 3.5 Identifies the beginning and ending sounds of words.
E.I. 7.4b Demonstrates understanding of spoken words, syllables, and sounds (phonemes).	LLD 3.4 Identifies words that have a similar beginning sound.	LLD 3.5 Identifies the beginning and ending sounds of words. LLD 3.6 Counts syllables in spoken words. Isolates and

		pronounces the sound of each syllable.
E.I. 7.5a Shows an understanding of alphabetic knowledge.	LLD 4.4 Recognizes some common words in print, such as his/her name, mom, dad. Identifies six to seven letters and their sounds.	LLD 4.5 Names 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.
E.I. 7.5b Knows and applies letter-sound correspondence and beginning sound-recognition skills.	LLD 4.4 Identifies six to seven letters and their sounds.  LLD 3.4 Identifies words that have a similar beginning sound.	LLD 4.6 Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.  LLD 3.5 Identifies the beginning and ending sounds of words.
8. The child engages in activities that promote the acquisition of emergent writing skills.	LLD 7 Writing - Uses scribbles, drawings, letters, characters or words to represent meaning.	
E.I. 8.3 Understands how to apply the early stages of drawing and writing to convey meaning.	LLD 7.4 Draws lines, circles or shapes and explains who or what they represent.	LLD 7.5 Uses a combination of drawing, dictating and writing to express and record an event or idea.
Mathematics		
9. The child understands that numbers, ways of representing numbers, and relationships between quantities and numerals.	MR 1 Number Sense - Understands concepts of number and quantity.	

E.I. 9.1 Uses numbers and counting as means for solving problems and determining quantity.	MR 1.4 Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	MR 1.5 Solves addition and subtraction problems within ten.
E.I. 9.3a Rote counts in sequence.	MR 1.4 Counts up to ten objects. Creates and counts groups of up to five objects.	MR 1.5 Counts up to 20 objects.
E.I. 9.3b Names and identifies written numerals.	MR 1.4 Identifies numerals to five.	MR 1.5 Identifies numerals to 10. MR 1.6 Identifies and writes numerals to 20.
10. The child demonstrates understanding of geometrical and spatial concepts.	MR 3 Shapes - Identifies shapes and their characteristics.	
E.I. 10.1 Recognizes names, describes, compares, and creates familiar shapes.	MR 3.4 Identifies four to six basic geometric shapes.	
11. The child demonstrates an understanding of nonstandard units to measure and make comparisons.	MR 4 Measurement - Estimates, measures and compares size, weight, length or volume.	
E.I. 11.3 Demonstrates emerging knowledge of measurement.		MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.
12. The child demonstrates the ability to investigate, organize, and create representations.	MR 6 Classification - Matches and sorts.	
E.I. 12.1 Sorts, classifies, and groups materials by one or more attributes.	MR 6.4 After sorting objects by one feature, sorts again by a different feature.	MR 6.5 Sorts objects by more than one feature and explains why.

Aesthetic Creativity		
13. The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	CA 1 Music - Expresses through music and develops rhythm and tone. CA 2 Dance & Movement - Expresses through dance and develops movement techniques. CA 4 Drama - Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.	
E.I. 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).	CA 1 Music - Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.  CA 2.4 Describes and demonstrates multiple ways to move body parts. Moves to the beat.  CA 4.4 Plays a role in group dramatic play.	
Scientific Conceptual Understandings		
14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	SCI 1 Investigation & Inquiry - Observes, inquires and investigates objects and events to gain understanding. SCI 2 Natural & Earth Science - Understands living and nonliving things, their characteristics and how they change. SCI 3 Physical Science - Explores forces, motion and materials and how they change.	
E.I. 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	SCI 2.4 Demonstrates an understanding that all people have needs. Identifies if an	SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as




	<p>object can grow, eat or move. Identifies the climate and weather in the immediate environment.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.</p>	<p>living or nonliving and explains why.</p> <p>SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
E.I. 14.3 Makes predictions and forms hypotheses.	SCI 1.4 Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes.	
16. The child acquires scientific knowledge related to earth science.	SCI 2 Natural & Earth Science - Understands living and nonliving things, their characteristics and how they change.	
E.I. 16.1 Investigates, compares, contrasts seasonal and weather changes in the immediate environment.		<p>SCI 2.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 2.6 Explains that different places have disparate kinds of weather and climates.</p>
Self, Family, and Community		


18. The child demonstrates self- control.	SED 2 Self-Regulation - Identifies and manages own emotions, behavior and body when faced with a difficult situation or time of stress.	
E.I. 18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	SED 2.4 Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.	SED 2.5 Anticipates a change in routine and begins to prepare self by finding a desired thing or person.
19. The child demonstrates personal responsibility.	SED 2 Self-Regulation - Identifies and manages own emotions, behavior and body when faced with a difficult situation or time of stress.	
E.I. 19.1 Cares for personal and group possessions.	SED 2.4 Recognizes personal feelings.	SED 2.5 Names some personal feelings and uses strategies to manage behavior.
20. The child works cooperatively with other children and adults.	SED 1 Self-Awareness - Understands self as distinct from others and expresses needs, wants and personal preferences. SED 4 Social Relationships - Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.	
E.I. 20.1 Plays and interacts with various children, sharing experiences and ideas with others.	SED 4.4 Participates in group with those different than self. Develops positive relationships with peers and asks for help to solve problems.	SED 4.5 Initiates play with one or more persons. Offers to help others. Identifies roles of self and others during tasks or pretend play. Asks questions about how others feel, live, eat, play and believe.

E.I. 20.2 Uses and accepts negotiations, compromise, and discussion to resolve conflicts.	<p>SED 1.4 When given two to three options, chooses his/her most desired option. Demonstrates confidence in own abilities.</p> <p>SED 4.4 Develops positive relationships with peers and asks for help to solve problems.</p>	<p>SED 1.5 Describes and compares preferences of self and others.</p> <p>SED 4.5 Offers to help others. Identifies roles of self and others during tasks or pretend play.</p>
21. The child develops relationships of mutual trust and respect with others.	LLD 1 Listening - Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.	
E.I. 21.2 Accepts guidance and direction from classroom and school personnel and seeks their support when needed.	LLD 1.4 Asks what objects are called. Follows unrelated two-step directions given verbally.	LLD 1.5 Listens and understands inferred requests. For example, child gathers more playdough in response to a verbal prompt to help build a larger playdough ball. Follows multi-step directions given verbally.
Approaches to Learning		
24. The child takes initiative.	SED 3 Attention & Persistence - Maintains focus toward someone speaking or when persisting on a task	
E.I. 24.2 Develops increasing independence during activities, routines, and play.	SED 3.4 Initiates an activity and seeks help to complete it.	SED 3.5 Independently completes a familiar activity.
25. The child exhibits imagination and creativity.	CA 4 Drama - Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.	

E.I. 25.3 Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.	CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.	
27. The child displays persistence and pursues challenges.	SED 3 Attention & Persistence - Maintains focus toward someone speaking or when persisting on a task	
E.I. 27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.	SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.	SED 3.5 Sustains focus for at least five minutes, persisting even if there are problems or distractions. Independently completes a familiar activity.

# 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	<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.


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
 <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 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.

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



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

Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K		Young School-Age			
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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.

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 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.