



Alignment of the
Experience Early Learning Skills
with
Tennessee Early Learning Developmental Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Tennessee Early Learning Developmental Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

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

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

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



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



[Tennessee Early Learning Developmental Standards](#)

Tennessee Early Learning Developmental Standards

Experience Early Learning Developmental Continuum of Skills

Approaches to Learning	
Creativity	
Actively engage in learning with curiosity, flexibility, and openness to new ideas.	
<ul style="list-style-type: none"> Independently interact with a variety of materials through multiple play activities. Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination). Choose materials/props and use novel ways to represent ideas, characters, and objects in symbolic play. Demonstrate a willingness to engage in new experiences and activities. 	<p>SED 1 Self-Awareness SED 1.4 When given two to three options, chooses his/her most desired option.</p> <p>SED 2 Self-Regulation SED 2.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful.</p> <p>CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process.</p> <p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>
Self-Regulation	
Engage in learning to effectively plan and problem solve	
<ul style="list-style-type: none"> Maintain focus appropriate to completing a task and/or learning activity. Persist in solving a problem or question, with adult prompting. Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, 	<p>SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems.</p> <p>CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p>

drawing a picture, or building a block structure.	MR 2 Spatial Awareness MR 2.4 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.
Critical Thinking	
Actively inquire and reflect about new ideas and activities.	
<ul style="list-style-type: none"> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if). Demonstrate an awareness of connection between prior and new knowledge. Identify a problem and attempt multiple ways to solve it, with or without assistance. 	MR 7 Logic & Reasoning MR 7.4 Tries out many possible solutions to a problem. SED 3 Attention & Persistence SED 3.4 Initiates an activity and seeks help to complete it. Practices or repeats an activity many times until successful. SCI 1 Investigation & Inquiry 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.
Communication	
Actively engage in conversations with adults and peers.	
<ul style="list-style-type: none"> Ask and respond to questions with peers and adults in individual and group activities. Seek assistance and/or information when needed to complete a task. 	SED 4 Social Relationships SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad.
Collaboration	
Actively engage in learning with other people.	
<ul style="list-style-type: none"> Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, 	CA 4 Drama CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.

<p>symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.</p> <ul style="list-style-type: none"> • Demonstrate a willingness to collaborate with others to solve a problem. 	<p>CA 4.5 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.</p>
Social and Personal Competencies	
Self-Awareness	
Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.	
<ul style="list-style-type: none"> • Express feelings, needs, opinions, and desires in a way which is appropriate to the situation. • Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors. • Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture). • Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community. • Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem. • Seek and accept guidance from primary caregivers, teachers, and other familiar adults. • Demonstrate an understanding of rules through actions and conversations. • Use materials purposefully, safely, and respectfully as set by group rules. 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions. SED 2.5 Names some personal feelings and uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.</p> <p>SED 3 Attention & Persistence 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.</p> <p>PD 3 Safety PD 3.4 Seeks opportunities to help others. Tries to solve own social problems. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
Self-Management	

Understand and use strategies for managing emotions and behaviors constructively.	
<ul style="list-style-type: none"> Express feelings, needs, opinions, and desires and begin to identify causal relationships. Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support. 	<p>SED 2 Self-Regulation SED 2.4 Recognizes personal feelings. Controls impulses with reminders. With support, negotiates ways to handle nonroutine transitions.</p> <p>MR 7 Logic & Reasoning MR 7.3 Recognizes a problem and asks for help. MR 7.4 Tries out many possible solutions to a problem.</p>
Social Awareness	
Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.	
<ul style="list-style-type: none"> Show empathy and caring for others. Demonstrate an understanding of how personal choices impact others.. 	<p>SED 1 Self-Awareness SED 1.3 Expresses likes and dislikes. Expresses simple ideas about self in relation to others such as family. SED 1.4 When given two to three options, chooses his/her most desired option.</p>
Relationship Skills	
Use positive communication skills to interact effectively with others.	
<ul style="list-style-type: none"> Seek assistance and/or information when needed to complete a task. Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults). Initiate play and interact positively with another child or children. Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to 	<p>SED 4 Social Relationships SED 4.3 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. SED 4.4 Participates in group with those different than self. Asks adult to help solve problems. Explains why someone may be happy or sad. 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.</p>

sustain interaction by cooperating, helping, and suggesting new ideas for play.	
English Language Arts	
Reading Standards Key Ideas and Details	
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
ELDS <ul style="list-style-type: none"> With modeling, prompting, and support, ask and answer questions about informational text read aloud 	LLD 1 Listening LLD 1.4 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. 	LLD 1 Listening LLD 1.4 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.
Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.	
ELDS <ul style="list-style-type: none"> With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities. With prompting and support, orally retell familiar stories including details. 	LLD 6 Reading Comprehension LLD 6.4 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, orally identify the main topic and retell key details of a text. With prompting and support, orally retell familiar stories, 	LLD 6 Reading Comprehension LLD 6.5 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.

including key details.	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
ELDS <ul style="list-style-type: none"> With prompting and support, orally identify the connection between information in a text to personal experience or other text. With prompting and support, orally identify characters, settings, and events from a familiar story. 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text. With prompting and support, orally identify characters, setting, and major events in a story. 	LLD 6 Reading Comprehension LLD 6.5 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. LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Reading Standards Craft and Structure	
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
ELDS <ul style="list-style-type: none"> With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area. With prompting and support, respond to questions about the meaning of unknown words in a story. 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, determine the meaning of 	LLD 6 Reading Comprehension LLD 6.5 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

<p>words and phrases in a text relevant to a Kindergarten topic or subject area.</p> <ul style="list-style-type: none"> • With prompting and support, answer questions about unknown words in text. 	<p>answers simple questions about characters, setting and events.</p>
<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> • Recognize various text features • Recognize common types of text. 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • Know various text features. • Recognize common types of texts. 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> • With prompting and support, answer questions about who is presenting ideas or information in a text. • With prompting and support, answer questions about who is telling a story. 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character.</p> <p>LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text. • With prompting and support, define the role of authors and illustrators in the telling of a story. 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.5 Relates to the characters or events of the story and shares a similar experience or object from own life. Retells portions of a story. Asks and answers simple questions about characters, setting and events.</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
<p>Reading Standards Integration of Knowledge and Ideas</p>	

Assess how point of view or purpose shapes the content and style of a text.	
<ul style="list-style-type: none"> With prompting and support, orally describe the relationship between illustrations and the text in which they appear. 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props. LLD 6.5 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, events and complex vocabulary.
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.	
Kindergarten <ul style="list-style-type: none"> With prompting and support, identify the reasons an author provides to support points in a text. 	LLD 6 Reading Comprehension LLD 6.5 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, events and complex vocabulary. LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence. LLD 6.7 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.
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	
ELDS <ul style="list-style-type: none"> With prompting and support, orally identify basic similarities and differences between two texts on the same topic. 	LLD 6 Reading Comprehension LLD 6.5 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, events and complex vocabulary.

<ul style="list-style-type: none"> With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story. 	LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
<p>Kindergarten</p> <ul style="list-style-type: none"> With prompting and support, orally identify basic similarities and differences between two texts on the same topic. With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories. 	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD 6.7 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.</p>
Reading Standards Range of Reading and Level of Text Complexity	
Read and comprehend complex literary and informational texts independently and proficiently.	
<p>Kindergarten</p> <ul style="list-style-type: none"> With prompting and support, read informational texts of appropriate complexity for Kindergarten. With prompting and support, read stories and poems of appropriate complexity for Kindergarten. 	<p>LLD 5 Concepts of Print</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.</p> <p>LLD 6 Reading Comprehension</p> <p>LLD 6.6 With support, compares similarities between two texts. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Foundational Literacy Standards Print Concepts	
Demonstrate understanding of the organization and basic features of print.	
<p>ELDS</p> <ul style="list-style-type: none"> Handle books appropriately, right-side-up, turning pages one at a time, and front to back. 	<p>LLD 4 Alphabetic Knowledge</p> <p>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</p>

<ul style="list-style-type: none"> ● Recognize that spoken words can be written and read. ● With guidance and support, understand that words are made up of alphabet letters. ● Recognize familiar uppercase letters and some of the most common lowercase letters. ● Distinguish between pictures and words. 	<p>word, can find it in print.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page-by-page ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. ● Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. ● Distinguish between pictures and words. 	<p>LLD 4 Alphabetic Knowledge</p> <p>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.</p> <p>LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p> <p>LLD 5 Concepts of Print</p> <p>LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text.</p> <p>LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.</p>
<p>Foundational Literacy Standards Phonological Awareness</p>	
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>ELDS</p> <ul style="list-style-type: none"> ● Recognize and discriminate between rhyming words in spoken language ● Begin to pronounce and identify syllables in familiar words and words in a sentence. ● Begin to blend and segment onsets and rhymes of single-syllable spoken words. ● Begin to isolate and pronounce the initial, final, and/or 	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.4 Identifies words that have a similar beginning sound.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>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.</p>

<p>medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</p> <ul style="list-style-type: none"> Identify whether or not two words begin or end with the same sound 	
<p>Kindergarten</p> <ul style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single syllable spoken words. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>LLD 3 Phonological Awareness 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. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. LD 4.7 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.</p>
Foundational Literacy Standards Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
<p>ELDS</p> <ul style="list-style-type: none"> Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants. Recognize high-frequency words by sight, including own name and other familiar words in the environment Begin to decode regularly spelled CVC words. 	<p>LLD 3 Phonological Awareness LLD 3.4 Identifies words that have a similar beginning sound. LLD 3.5 Identifies the beginning and ending sounds of words.</p> <p>LLD 4 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. LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>

<p>Kindergarten</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant. • Associate the long and short sounds with the common spellings for the five major vowels. • Read common high-frequency words by sight. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ 	<p>LLD 3 Phonological Awareness 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. LLD 3.7 Identifies and isolates individual sounds heard in one-syllable words.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. LLD 4.7 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.</p>
<p>Foundational Literacy Standards Word Composition</p>	
<p>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> • Begin to recognize the difference between upper and lowercase letters. • Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.) 	<p>LLD 4 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.</p> <p>LLD 7 Writing LLD 7.4 Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • Write uppercase and lowercase manuscript letters from memory. • Write a letter/letters for most consonant and short vowel sounds (phonemes). • Represent phonemes first to last in simple words using letters (graphemes) such as “rop” for “rope.” • Spell VC (at, in) and CVC (pet, mud) words with short 	<p>LLD 4 Alphabetic Knowledge 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. LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. LLD 4.7 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.</p>

vowels; spell V (a, l) and CV (be, go) words with long vowels.	LLD 7 Writing LLD 7.6 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.
Foundational Literacy Standards Fluency	
Read with sufficient accuracy and fluency to support comprehension.	
ELDS <ul style="list-style-type: none"> Use illustrations to retell story events in familiar picture books. 	LLD 6 Reading Comprehension LLD 6.3 Talks about pictures and ideas in familiar stories. Answers “what” questions about stories and books. Recalls the name of the main character. LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props.
Kindergarten <ul style="list-style-type: none"> Read emergent-reader texts with purpose and understanding 	LLD 4 Alphabetic Knowledge LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. LLD 4.7 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.
Foundational Literacy Standards Sentence Composition	
Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
ELDS <ul style="list-style-type: none"> With modeling or verbal prompts, orally produce complete sentences. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence. 	LLD 2 Communication LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions. LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and

<ul style="list-style-type: none"> • Use frequently occurring nouns and verbs when speaking and in shared language activities. • Form regular plural nouns when speaking and in shared language activities. • Understand and use question words (interrogatives) when speaking and in shared language activities. • With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities. • With prompting and support, produce and expand complete sentences in shared language activities. • Begin to recognize that a name begins with a capital letter. 	<p>stays on topic for two to three exchanges.</p> <p>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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • With modeling or verbal prompts, orally produce complete sentences. • Follow one-to-one correspondence between voice and print when writing a sentence. • Use frequently occurring nouns and verbs when speaking and in shared language activities. • Form regular plural nouns when speaking and in shared language activities. • Understand and use question words (interrogatives) when speaking and in shared language activities. • Use the most frequently occurring prepositions when speaking and in shared language activities. • Produce and expand complete sentences in shared language activities. • Capitalize the first word in a sentence and the pronoun “I.” • Recognize and name end punctuation. 	<p>LLD 2 Communication</p> <p>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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p> <p>LLD 2.7 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.</p> <p>LLD 4 Alphabetic Knowledge</p> <p>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.</p> <p>LLD 4.6 Reads high-frequency sight words. Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.</p>
<p>Foundational Literacy Standards Vocabulary Acquisition</p>	

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-K conversations, reading, and content. <ul style="list-style-type: none"> ○ Identify new meanings for familiar words and apply them accurately. ○ Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. ● With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> ○ Sort common objects into categories to gain a sense of the concepts the categories represent. ○ Demonstrate understanding of frequently occurring verbs and adjectives. ○ Make real-life connections between words and their use. ○ Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint) ● Use words and phrases acquired through conversations, being read to, and responding to texts. 	<p>LLD 2 Communication</p> <p>LLD 2.3 Says two- to four-word sentences and repeats short phrases by using either signs, braille, or verbalized words. Identifies familiar people, places and objects. Asks what a specific person or object is called. Communicates needs, desires and ideas. Asks and responds to questions.</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p> <p>MR 6 Classification</p> <p>MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. <ul style="list-style-type: none"> ○ Identify new meanings for familiar words and apply them accurately. 	<p>LLD 2 Communication</p> <p>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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses</p>

<ul style="list-style-type: none"> ○ Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. ● With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> ○ Sort common objects into categories to gain a sense of the concepts the categories represent. ○ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. ○ Make real-life connections between words and their use. ○ Distinguish shades of meaning among verbs describing the same general action. ● Use words and phrases acquired through conversations, reading and being read to, and responding to texts. 	<p>new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts. LLD 2.7 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.</p> <p>MR 6 Classification MR 6.3 Sort objects by one feature, such as size or color. Groups objects by common characteristics.</p>
<p>Writing Standards Text Types and Protocol</p>	
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> ● With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text. 	<p>LLD 7 Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces. 	<p>LLD 7 Writing LLD 7.5 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. LLD 7.6 Consistently uses mature tripod grip with drawing/writing tools. Uses inventive spelling to write words that are connected to a given topic or opinion.</p>

	Draws pictures to support writing.
Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
ELDS <ul style="list-style-type: none"> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts. 	LLD 7 Writing LLD 7.5 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. LLD 7.6 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.
Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well-structured event sequences.	
ELDS <ul style="list-style-type: none"> With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event. 	LLD 7 Writing LLD 7.5 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. LLD 7.6 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. LLD 7.7 Legibly prints letters, numbers and symbols. Writes a string of simple sentences to tell a story or share information. Provides a concluding

	statement.
Writing Standards Production and Distribution of Writing	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
ELDS <ul style="list-style-type: none"> With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	LLD 7 Writing LLD 7.5 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. LLD 7.6 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.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
ELDS <ul style="list-style-type: none"> With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 	LLD 7 Writing LLD 7.5 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. LLD 7.6 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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
Kindergarten <ul style="list-style-type: none"> With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing. 	SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
Writing Standards Research to Build and Present Knowledge	
Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	
ELDS <ul style="list-style-type: none"> With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them. 	LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props. LLD 6.5 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, events and complex vocabulary.
Kindergarten <ul style="list-style-type: none"> Participate in shared research and writing projects such as reading a number of books by a favorite author and expressing opinions about them. 	LLD 6 Reading Comprehension LLD 6.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. Asks and answers questions about text, new vocabulary, retells a story by pointing at pictures or role-playing with props. LLD 6.5 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, events and complex vocabulary.
Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	
ELDS <ul style="list-style-type: none"> With modeling, guidance, and support from adults, recall 	SCI 1 Investigation & Inquiry 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

information from experiences or gather information from provided sources to answer a question.	past knowledge to explain observed changes. SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Kindergarten <ul style="list-style-type: none"> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 	SCI 1 Investigation & Inquiry 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. SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Writing Standards Range of Writing	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	
ELDS <ul style="list-style-type: none"> With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina. 	LLD 7 Writing LLD 7.6 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.
Speaking and Listening Standards Comprehension and Collaboration	
Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	

<p>ELDS</p> <ul style="list-style-type: none"> Participate with varied peers and adults in collaborative conversations across activities throughout the day. <ul style="list-style-type: none"> Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time. 	<p>LLD 1 Listening</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication</p> <p>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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. 	<p>LLD 2 Communication</p> <p>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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.6 Speaks audibly. Uses plural nouns and common prepositions. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. Explains personal thoughts.</p>
<p>Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats</p>	
<p>ELDS</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details, or by retelling, acting out, or representing key details through work in centers. 	<p>LLD 1 Listening</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p> <p>LLD 2 Communication</p> <p>LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Confirm understanding of a text read aloud or information presented orally or through other media by asking and 	<p>LLD 1 Listening</p> <p>LLD 1.4 Shows understanding of some complex vocabulary. Asks what objects are called. Listens to a story or request then responds appropriately. Follows unrelated two-step directions given verbally.</p>

answering questions about key details and requesting clarification if something is not understood.	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
ELDS <ul style="list-style-type: none"> With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood. 	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
Kindergarten <ul style="list-style-type: none"> Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	LLD 2 Communication 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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Speaking and Listening Standards Presentation of Knowledge and Ideas	
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	
<ul style="list-style-type: none"> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail. 	LLD 2 Communication LLD 2.4 Speaks in sentences and asks questions using signs or verbal words but does not always follow grammatical rules. Describes familiar people, places and objects with expanding vocabulary. Asks simple questions and stays on topic for two to three exchanges.
Make strategic use of digital media and visual displays of data to	

express information and enhance understanding of presentations	
ELDS <ul style="list-style-type: none"> Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others. 	LLD 7 Writing LLD 7.5 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.
Kindergarten <ul style="list-style-type: none"> Add drawings or other visual displays of descriptions as desired to provide additional detail. 	LLD 7 Writing LLD 7.6 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.
Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate	
<ul style="list-style-type: none"> With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking. 	LLD 2 Communication 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. Uses question words. Includes technical words and asks what unfamiliar words mean. Tells stories and engages in conversations through multiple exchanges.
Mathematics	
Counting and Cardinality (CC)	
Know number names and the counting sequence.	
ELDS <ul style="list-style-type: none"> Count forward from 1 to 30. Begin to print the distinctive features of numerals (i.e., circle, line, diagonal, crossed lines). Begin to name numerals 0-10. 	MR 1 Number Sense MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects. LLD 7 Writing LLD 7.5 Uses a mature tripod grip with drawing/writing tools. Uses a combination of drawing, dictating and writing to express and record an event or idea.

<p>Kindergarten</p> <ul style="list-style-type: none"> Count to 100 by ones, fives, and tens. Count backward from 10. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20. 	<p>MR 1 Number Sense</p> <p>MR 1.6 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 $7 = 2 + 5$.</p>
<p>Count to tell the number of objects.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, using one-to-one correspondence. b. Understand that the last number name said tells the number of objects counted. c. Recognize that one more object added to a group of objects changes the quantity as a whole. Understand that a number represents a corresponding quantity. <ul style="list-style-type: none"> a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking). b. Given a number from 1-10, count out that many objects. c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle. d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration. 	<p>MR 1 Number Sense</p> <p>MR 1.4 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.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>

<p>Kindergarten</p> <ul style="list-style-type: none"> • Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> ○ a. When counting objects, say the number names in the standard order, using one-to-one correspondence. ○ b. Recognize that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ○ c. Recognize that each successive number name refers to a quantity that is one greater. • Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, a circle, or as many as 10 things in a scattered configuration. Given a number from 1-20, count out that many objects. 	<p>MR 1 Number Sense</p> <p>MR 1.4 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.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 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 $7 = 2 + 5$.</p>
<p>Compare numbers.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> • Use comparative language, such as more/less than or equal to, to compare and describe collections of objects. 	<p>MR 4 Measurement</p> <p>MR 4.3 Determines which object is bigger (heavier, longer) when given two objects.</p> <p>MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. • Compare two given numbers up to 10, when written as numerals, using the terms greater than, less than, or 	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 4 Measurement</p> <p>MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings.</p> <p>MR 4.6 Makes logical estimates and uses measurement tools to check</p>

equal to.	estimation.
Operations and Algebraic Thinking (OA)	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
<p>ELDS</p> <ul style="list-style-type: none"> • With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. • With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem). • Compose and decompose numbers to 5, in more than one way, by using objects or drawings. • Show, through the use of concrete objects or drawings, the number needed to make up to 5 when added to any given number from 0-5. 	<p>MR 1 Number Sense</p> <p>MR 1.4 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.</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. • Add and subtract within 10 to solve contextual problems using objects or drawings to represent the problem. • Decompose numbers less than or equal to 10 into addend pairs in more than one way (e.g., $5 = 2 + 3$ and $5 = 4 + 1$) by using objects or drawings. Record each decomposition using a drawing or writing an equation. • Find the number that makes 10, when added to any given number, from 1 to 9 using objects or drawings. Record 	<p>MR 1 Number Sense</p> <p>MR 1.5 Identifies numerals to 10. Solves addition and subtraction problems within ten. Counts up to 20 objects.</p> <p>MR 1.6 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 $7 = 2 + 5$.</p> <p>LLD 7 Writing</p> <p>LLD 7.6 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.</p>

<p>the answer using a drawing or writing an equation.</p> <ul style="list-style-type: none"> Fluently add and subtract within 10 using mental strategies 	
Number and Operations in Base Ten (NBT)	
Work with numbers 11-19 to gain foundations for place value.	
<p>Kindergarten</p> <ul style="list-style-type: none"> Compose and decompose numbers from 11 to 19 into ten ones and some more ones by using objects or drawings. Record the composition or decomposition using a drawing or by writing an equation. 	<p>MR 1 Number Sense MR 1.6 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 $7 = 2 + 5$.</p> <p>LLD 7 Writing LLD 7.6 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.</p>
Measurement and Data (MD)	
Describe and compare measurable attributes.	
<p>ELDS</p> <ul style="list-style-type: none"> Describe measurable attributes of a single object, such as length, width, height. Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.). 	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.4 Uses nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object Directly compare two objects with a measurable attribute in common, to see which object has more of/less of the attribute, and describe the difference (i.e. heavier/lighter, 	<p>MR 4 Measurement MR 4.3 Determines which object is bigger (heavier, longer) when given two objects. MR 4.5 Estimates (not always logically) size and volume. Measures and describes findings. MR 4.6 Makes logical estimates and uses measurement tools to check estimation.</p>

longer/shorter, etc.).	
Work with money.	
<p>ELDS</p> <ul style="list-style-type: none"> Begin to recognize currency and its purpose. 	<p>SS 2 Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS 2.6 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Identify the penny, nickel, dime, and quarter and recognize the value of each. 	<p>SS 2 Civics & Economics</p> <p>SS 2.6 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.</p> <p>SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.</p>
Classify objects and count the number of objects in each category	
<p>ELDS</p> <ul style="list-style-type: none"> Sort a collection of objects into given categories using more than one attribute. 	<p>MR 6 Classification</p> <p>MR 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Sort a collection of objects into a given category, with 10 or less in each category. Compare the categories by group size. 	<p>MR 6 Classification</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
<p>ELDS</p> <ul style="list-style-type: none"> Begin to use relative position words in appropriate 	<p>MR 2 Spatial Awareness</p> <p>MR 2.3 Recognizes objects that are upside-down and turns them right-side up.</p>

<p>context, such as above, below, beside, and between.</p> <ul style="list-style-type: none"> • Correctly name some two-dimensional shapes. • Begin to explore shapes as two-dimensional or three-dimensional. • Begin to describe objects in the environment using names of shapes 	<p>Finds or places objects next to, between, in front of or behind self. Puts together three pieces to create a whole object. MR 2.4 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.</p> <p>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes. MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> • Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, between, and next to. • Correctly name shapes regardless of their orientations or overall size • Identify shapes as two-dimensional or three dimensional. 	<p>MR 2 Spatial Awareness MR 2.4 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. MR 2.5 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. MR 2.6 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.</p> <p>MR 3 Shapes MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Analyze, compare, create, and compose shapes.	
<p>ELDS</p> <ul style="list-style-type: none"> • Describe similarities and differences between two-dimensional shapes. • Model shapes in the world by building and drawing shapes. • Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape. 	<p>MR 2 Spatial Awareness MR 2.6 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.</p> <p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes. MR 3.7 Describes and draws defining features of shapes.</p>
Kindergarten	MR 2 Spatial Awareness

<ul style="list-style-type: none"> Describe similarities and differences between two- and three-dimensional shapes, in different sizes and orientations. Model shapes in the world by building and drawing shapes. Compose larger shapes using simple shapes and identify smaller shapes within a larger shape. 	<p>MR 2.6 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.</p> <p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three-dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes. MR 3.7 Describes and draws defining features of shapes.</p>
Science	
Physical Science (PS)	
Matter and its interactions.	
<p>ELDS</p> <ul style="list-style-type: none"> Describe and categorize objects based on their observable properties. <ul style="list-style-type: none"> Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag). Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object 	<p>SCI 3 Physical Science SCI 3.3 Explores motion by moving, rolling, blowing on or dropping a toy. Begins to name colors. 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. SCI 3.5 Experiments with and explains invisible forces, e.g., ramps, magnets. Manipulates matter and observes any physical changes that may occur.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility) and 	<p>SCI 1 Investigation & Inquiry SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p>SCI 3 Physical Science</p>

<p>whether they are natural or human-made</p> <ul style="list-style-type: none"> ○ Conduct investigations to understand that matter can exist in different states (solid and liquid) and has properties that can be observed and tested. ○ Construct an evidence-based account of how an object made of a small set of pieces (blocks, snap cubes) can be disassembled and made into a new object. 	<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> <p>SCI 3.6 Experiments and compares the movements of various objects on a variety of surfaces. Classifies and sorts materials by a variety of physical properties.</p> <p>SCI 3.7 Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. Identifies materials that are solid, liquid and gas.</p>
Life Science (LS)	
From molecules to organisms: structures and processes.	
<p>ELDS</p> <ul style="list-style-type: none"> ● Identify common attributes of familiar living things. ● Recognize differences between living organisms and non-living materials. ● Recognize and describe the function of the five senses of humans. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 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.</p> <p>SCI 2.5 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Use information from observations to identify differences between plants and animals (locomotion, obtainment of food, and take in air/gasses). ● Recognize differences between living organisms and non-living materials and sort them into groups by observable physical attributes. ● Explain how humans use their five senses in making scientific findings. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.5 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.</p> <p>SCI 2.6 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.</p> <p>SCI 2.7 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.</p>
Earth Science (ESS2)	

Earth systems	
<p>ELDS</p> <ul style="list-style-type: none"> Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water). Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.). 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 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.</p> <p>SCI 2.5 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Analyze and interpret weather data (e.g., precipitation, wind, temperature, cloud cover) to describe weather patterns that occur over time (e.g., hourly, daily) using simple graphs, pictorial weather symbols, and tools (e.g., thermometer, rain gauge). Develop and use models to predict weather and identify patterns in spring, summer, fall/autumn, and winter. 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.5 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.</p> <p>SCI 2.6 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.</p>
Earth and human activity.	
<p>ELDS</p> <ul style="list-style-type: none"> Observe, describe, and compare the habitats of plants and animals. Observe and discuss how humans and animals respond to changes in weather. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.). 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.3 Identifies familiar animals, plants or rocks in immediate environment. Groups living things by common characteristics. Notices changes in temperature or weather.</p> <p>SCI 2.4 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.</p> <p>SCI 2.5 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Use a model to represent the relationship between the 	<p>SCI 2 Natural & Earth Science</p> <p>SCI 2.5 Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why. Identifies current season</p>

<p>basic needs (shelter, food, water) of different plants and animals (including humans) and the places they live.</p> <ul style="list-style-type: none"> ● Explain the purpose of weather forecasting to prepare for, and respond to, severe weather in Tennessee. ● Communicate solutions that will reduce the impact from humans on land, water, air, and other living things in the local environment. 	<p>and explains how weather affects personal life.</p> <p>SCI 2.6 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.</p> <p>SCI 2.7 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.</p>
Engineering, Technology and Science	
Engineering design.	
<p>ELDS</p> <ul style="list-style-type: none"> ● Use senses to gather, explore, and interpret information. ● With modeling, prompting, and support, record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations. ● Make predictions based on observations and prior explorations. 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Ask and answer questions about the scientific world and gather information using the senses. ● Describe objects accurately by drawing and/or labeling pictures. 	<p>SCI 1 Investigation & Inquiry</p> <p>SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.</p> <p>SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/disprove a hypothesis.</p> <p>SCI 1.7 Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.</p>
Links among engineering, technology, science, and society.	
<p>ELDS</p> <ul style="list-style-type: none"> ● Recognize that tools have specific characteristics that 	<p>SCI 4 Technology</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p>

<p>determine their use.</p> <ul style="list-style-type: none"> Explore familiar environments through the use of simple tools. 	<p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Use appropriate tools (e.g., magnifying glass, rain gauge, basic balance scale) to make observations and answer testable scientific questions. 	<p>SCI 4 Technology</p> <p>SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks.</p> <p>SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.</p> <p>SCI 4.7 Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p>
Social Studies	
Culture	
Students will explore different traditions, customs, and cultures within their families, schools, and communities.	
<p>ELDS</p> <ul style="list-style-type: none"> In conversation, describe familiar people, places, things, and events, with reference to a student's home and school. Begin to recognize similarities and differences between family customs and cultures. 	<p>SS 1 Culture & Community</p> <p>SS 1.3 Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.</p> <p>SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.</p> <p>SS 1.5 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Describe familiar people, places, things, and events within a student's home, school, and community. Compare and contrast family traditions and customs, including food, clothing, homes, and games. 	<p>SS 1 Culture & Community</p> <p>SS 1.5 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.</p> <p>SS 1.6 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.</p> <p>SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>

Economics	
Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money.	
ELDS <ul style="list-style-type: none"> • Begin to distinguish between wants and needs. • Identify how the basic human needs of food, clothing, shelter, and transportation are met. • Begin to recognize money and its uses. • Identify different types of jobs, including work done in the home, school, and community. • Give examples of how people exchange goods and use money to acquire wants and needs. 	SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. SS 2.4 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. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.
Kindergarten <ul style="list-style-type: none"> • Distinguish between wants and needs. • Identify and explain how basic human needs of food, clothing, shelter, and transportation are met. • Explain the benefits of saving money. • Recognize and describe different types of jobs, including work done in the home, school, and community. • Give examples of how people use money to make purchases. 	SS 2 Civics & Economics SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services. SS 2.6 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. SS 2.7 Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.
Geography	
Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.	
ELDS	MR 2 Spatial Awareness MR 2.4 Matches two objects even if turned different ways. When prompted,

<ul style="list-style-type: none"> ● Use directions such as up, down, in front, and behind. ● Identify what a map represents. ● Understand how roads help people get around, and how they are used to organize locations within a city. 	<p>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>SS 3 Geography SS 3.3 Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path. SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5 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.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> ● Use personal directions such as up, down, near, far, left, right, in front of, and behind. ● Explain what a map and globe represent. ● Recall the student's and/or school's street address, city/town, and state. 	<p>MR 2 Spatial Awareness MR 2.4 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.</p> <p>SS 3 Geography SS 3.5 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. SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
<p>Government and Civics</p>	
<p>Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.</p>	
<p>ELDS</p> <ul style="list-style-type: none"> ● Give examples of people who are authority figures. ● Recognize shapes found on flags and identify the American flag ● Begin to recognize the name and role of the current President of the United States. ● Identify roles of authority figures at home, in school, and 	<p>SS 2 Civics & Economics SS 2.3 Recognizes and attends to authority figures. Recognizes ownership of familiar objects. SS 2.4 Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p>

<p>in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.</p> <ul style="list-style-type: none"> Identify the need for rules. 	
<p>Kindergarten</p> <ul style="list-style-type: none"> Give examples of the following concepts: authority, fairness, responsibility, and rules. Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance. Recognize and name the current President of the United States. Explain that the President is the leader of the United States. Describe roles of authority figures in the home, school, and community, including: caregivers, teachers, school principal, police officers, and fire/rescue workers. Explain the purpose of rules and laws. 	<p>SS 2 Civics & Economics</p> <p>SS 2.5 Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.</p> <p>SS 2.6 Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.</p> <p>SS 2.7 Identifies individual rights. Determines if rules support the common good.</p>
History	
Students will understand the chronological organization of history and the importance of holidays.	
<p>ELDS</p> <ul style="list-style-type: none"> Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday. 	<p>SS 4 History & Sense of Time</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p>
<p>Kindergarten</p> <ul style="list-style-type: none"> Use correct words and phrases related to chronology and time, including: Now, long ago, before, after, morning, afternoon, night, today, tomorrow, and yesterday. 	<p>SS 4 History & Sense of Time</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events.</p> <p>SS 4.6 Retells historical, fictional or past events or stories.</p> <p>SS 4.7 Compares and contrasts current and historical conditions of familiar environments.</p>

<ul style="list-style-type: none"> Identify days of the week and months of the year. Locate and describe events on a calendar, including: birthdays, holidays, cultural events, and school events. Identify and discuss the following holidays, and analyze why we celebrate them: Martin Luther King, Jr. Day, Presidents' Day, Independence Day, Thanksgiving, and Veterans Day. 	SS 1 Culture and Community SS 1.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.
Creative Arts	
Visual Arts	
Express self and represent what the student knows, thinks, believes, and feels through visual arts.	
<ul style="list-style-type: none"> Experiment with a variety of media and art materials for tactile experience and exploration. Create artistic works with intent and purpose using varying tools, texture, color, and technique. Present and respond to visual art created by self and others. 	CA 3 Visual Arts CA 3.4 Chooses an object or art tool to use with a given medium for a desired effect. Makes choices throughout the artistic process. CA 3.5 Uses artistic tools and media to create intentional designs or images. Plans, designs and seeks materials to make a creation. CA 3.6 Demonstrates a variety of techniques using a given tool or medium. Creates arts to represent an idea or object. Explains how it was made.
Music	
Express self by engaging in musical activities	
<ul style="list-style-type: none"> Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing. Create and perform using voice, traditional instruments, and/or non-traditional instruments. 	CA 1 Music CA 1.4 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. CA 1.5 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. CA 1.6 Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody.

Movement & Dance	
<ul style="list-style-type: none"> Respond to feelings through dance or creative movement. Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props'). 	<p>CA 2 Dance & Movement</p> <p>CA 2.4 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.</p> <p>CA 2.5 Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2.6 Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement.</p>
Theatre/Dramatic Play	
<ul style="list-style-type: none"> Participate in a variety of dramatic play activities (teacher-guided or child-initiated) to represent fantasy and real-life experiences. Respond and react to theatre and drama presentations. 	<p>CA 4 Drama</p> <p>CA 4.4 Plays a role in group dramatic play. Uses an object as a replacement for a realistic prop or real object.</p> <p>CA 4.5 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.</p> <p>CA 4.6 With cues, performs a simple preplanned drama. Creates a setting, characters and events to tell a story.</p>
Cultural Differences	
<ul style="list-style-type: none"> Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures. 	<p>SS 1 Culture & Community</p> <p>SS 1.7 Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.</p>
Physical Development	
Sensorimotor	
Use senses to assist and guide learning; using sensory information to plan and carry out movements.	
<ul style="list-style-type: none"> Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment. Demonstrate awareness of spatial boundaries and the 	<p>SCI 3 Physical Science</p> <p>SCI 3.2 Reacts to changes in texture, smell, sound or sight. Uses body to push or pull toys.</p> <p>SCI 3.4 Explains how common vehicles, animals and people move. Sorts</p>

ability to work and move within them.	objects by type of movement. Describes basic physical properties of objects including textures and colors. SS 3 Geography SS 3.2 Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.
Gross Motor	
Demonstrate coordination and control of large muscles.	
<ul style="list-style-type: none"> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping). Explore a variety of equipment and activities that enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology). 	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences. PD 1.6 Changes direction and speed of movement.
Fine Motor	
Demonstrate eye-hand coordination and dexterity needed to manipulate objects.	
<ul style="list-style-type: none"> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.). Explore and engage in activities which enhance hand-eye coordination(e.g.,building with blocks, creating with clay,putting puzzles together,and using other manipulatives) 	PD 2 Fine Motor 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. Buttons, zips, buckles and laces. PD 2.6 Follows an outline with scissors. Ties shoes and dresses self.
Personal Health & Safety	
<ul style="list-style-type: none"> Demonstrate personal care and hygiene skills. Demonstrate awareness and understanding of healthy 	PD 3 Safety PD 3.3 Follows simple safety rules and avoids danger.

- habits (e.g., sufficient rest, nutritious foods, exercise).
- Demonstrate awareness and understanding of safety rules

PD 4 Personal Care

PD 4.4 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.


PD 4.5 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.


PD 5 Nutrition


PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate food options.

PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.


Developmental Continuum of Skills


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


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 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.	

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

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

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

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

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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.