



*Alignment of the*  
**Experience Early Learning Skills**  
*with*  
**New Jersey Early Learning (0-3)**





## The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **New Jersey Early Learning (0-3)**. For questions or comments about this alignment, please contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com)

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

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

Visit [www.experiencecurriculum.com/skillsresearch](http://www.experiencecurriculum.com/skillsresearch) to learn how each Experience Early Learning tool supports developmentally appropriate practice and child skill development.



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



# New Jersey Early Learning

*Standards for Early  
Childhood Ages 0-3*

*Preschool Teaching  
and Learning Standards*



New Jersey Birth - Three Early Learning Standards (2013)	The Experience Early Learning Developmental Continuum of Skills
Social and Emotional Development	
Birth to 36 months Indicators	
Trust and Emotional Security - Feelings of comfort, support and stability from others	<b>SED 4 Social Relationships</b> <b>SED 2 Self-Regulation</b>
Engages in behaviors that build relationships with familiar adults	<b>SED 4.1 Social Relationships</b> Responds to primary caregivers through eye contact and gentle touch.
Shows preference for familiar adults	<b>SED 4.2 Social Relationships</b> Greets and stays near familiar people.
Reacts to unfamiliar adults	<b>SED 4.2 Social Relationships</b>
Seeks ways to find comfort in new situations	<b>SED 2.2 Self Regulation</b> Soothes self by seeking a familiar adult or thing.
Shows emotional connection and attachment to others	<b>SED 4.1, 4.2 Social Relationships</b> Enjoys turn-taking games such as peekaboo. Mimics facial expressions of others.
Self-Awareness - Individual's perception of self	<b>SED 1 Self-Awareness</b> <b>SED 2 Self-Regulation</b> <b>LLD 2 Communication</b> <b>SED 4 Social Relationships</b>
Expresses feelings and emotions through facial expressions, sounds, gestures or words	<b>SED 1.1 Self Awareness</b> Vocalizes or moves to express needs and wants  <b>SED 2.2 Self-Regulation</b> Shows a range of emotions with facial expressions and gestures.  <b>LLD 2.1 Communication</b> Uses vocalizations and gestures to communicate.
Begins to develop awareness of self as separate from others	<b>SED 1.2 Self-Awareness</b> Knows self  <b>SED 4.3 Social Relationships</b> Identifies differences between self and others.
Shows confidence in increasing abilities	<b>SED 1.2 Self-Awareness</b> Knows self and demonstrates increasing confidence

Self-Regulation - Ability to manage one's physical and emotional reactions to internal sensations or external events	<b>SED 2 Self-Regulation</b>
Begins to manage own actions, emotions and behavior	<b>SED 2.2 Self-Regulation</b> Manages feelings and behavior
Develops ability to cope with stress and strong emotions	<b>SED 2.2 Self-Regulation</b> Soothes self by seeking a familiar adult or thing.
Begins to understand simple routines, rules or limitations	<b>SED 2.3 Self Regulation</b> Follow routines and notices when changes and transitions occur.
Relationships with Peers and Adults - Social connections with other children and adults	<b>SED 4 Social Relationships</b> <b>SED 1 Self-Awareness</b> <b>SED 2 Self-Regulation</b>
Shows interest in and awareness of peers and adults	<b>SED 4.2 Social Relationships</b> Develops relationships with adults and peers
Responds to and interacts with other peers and adults	<b>SED 4.2 Social Relationships</b> Participates cooperatively.
Begins to recognize and respond to the feelings and emotions of peers and adults	<b>SED 4.3 Social Relationships</b> Identifies emotions of others.
Begins to show care and concern for others	<b>SED 4.3 Social Relationships</b> Demonstrates concern for others.
Uses social interactions, facial expressions, gestures or words to express feelings, needs and wants	<b>SED 1.2 Self-Awareness</b> Expresses curiosity, personal preferences and needs  <b>SED 2 Self-Regulation</b> Shows a range of emotions with facial expressions and gestures.
Begins to use imitation or pretend play to learn and practice new roles and relationships	<b>SED 4.2 Social Relationships</b> Identifies and respects differences in others
Approaches to Learning	
Birth to 36 months Indicators	
Curiosity - Interest in things and people in the environment	<b>SED 1 Self Awareness</b> <b>SED 3 Attention and Persistence</b> <b>SCI 1 Investigation &amp; Inquiry</b>
Shows interest in and actively explores the environment	<b>SED 3.3 Attention and Persistence</b> Asserts a desire to start or end an activity.

	<b>SCI 1.2 Investigation and Inquiry</b> Investigates objects and events to gain understanding
Shows eagerness and curiosity as a learner	<b>SED 1.3 Self Awareness</b> Expresses curiosity, personal preferences and needs  <b>SCI 1.2 - Investigation and Inquiry</b> Observes and inquires
Seeks to discover and learn new things	<b>SCI 1.2 - Investigation and Inquiry</b> Investigates objects and events to gain understanding
Persistence - Continuing to work at challenging tasks or activities even when encountering obstacles	<b>SED 3 Attention &amp; Persistence</b> <b>SCI 1 Investigation &amp; Inquiry</b> <b>MR 7 Logic &amp; Reasoning</b>
Attends to and tries to reproduce interesting events	<b>SED 3.2 Attention &amp; Persistence</b> Repeats actions to gain a result.
Maintains social contact by continuing to engage with caregiver	<b>SED 3.2 Attention &amp; Persistence</b> Attends and engages
Attempts challenging tasks with or without adult help	<b>SED 3.2 Attention &amp; Persistence</b> Attends and engages  <b>SCI 1.2 Investigation &amp; Inquiry</b> Investigates objects to gain understanding
Explores thoroughly and tries to solve problems even when encountering obstacles	<b>SED 3.2 Attention &amp; Persistence</b> Shows flexibility and inventiveness  <b>MR 7.2 Logic &amp; Reasoning</b> Experiments with cause and effect.
Creativity - Developing ability to invent and try new things	<b>CA 3 Visual Arts</b> <b>SCI 3 Physical Science</b> <b>SED 3 Attention and Persistence</b> <b>SED 1 Self Awareness</b>
Uses unusual ways to explore people or objects in the environment	<b>SED 3.3 Attention and Persistence</b> Shows flexibility and inventiveness: Asserts a desire to start or end an activity
Finds new things to do with familiar objects	<b>SED 1.2 Self Awareness</b> Expresses curiosity
Uses imagination in playful, silly or messy ways	<b>CA 3.2 Visual Arts</b> Expresses through art.  <b>SED 1.2 Self Awareness</b> Expresses curiosity

Initiative - Ability to engage others in interaction and start actions or behaviors	<b>SED 1 Self-Awareness</b> <b>SED 3 Attention &amp; Persistence</b>
Shows initiative by engaging others in interaction	<b>SED 3.2 Attention &amp; Persistence</b> Attends and engages. Shifts attention from one person or thing to another.
Takes action without being directed by others	<b>SED 1.2 Self-Awareness</b> Expresses curiosity
Demonstrates initiative by making choices	<b>SED 3.2 Attention &amp; Persistence</b> Shows flexibility and inventiveness  <b>SED 1.3 Self-Awareness</b> Expresses likes and dislikes.
Language Development and Communication	
Birth to 36 months Indicators	
Listening and Understanding - Attending to and understanding language and other forms of communication from others	<b>LLD 1 Listening</b>
Shows interest in listening to sounds	<b>LLD 1.1 Listening</b> Turns head toward the person speaking and makes gestures and/or vocalizations in response.
Listens with interest to language of others	<b>LLD 1.1 Listening</b> Turns head toward the person speaking and makes gestures and/or vocalizations in response.
Responds to verbal communication of others	<b>LLD 1.1 Listening</b> Responds to conversation in environment and imitates actions.
Responds to nonverbal communication of others	<b>LLD 1.2 Listening</b> Shows understanding of a variety of familiar words, prompts and gestures.
Understands gestures, words, phrases or questions	<b>LLD 1.3 Listening</b> Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.
Communicating and Speaking - Producing and expressing language including sounds, gestures, signs, words and phrases	<b>LLD 2 Communication</b> <b>LLD 3 Phonological Awareness</b> <b>SED 1 Self-Awareness</b>
Uses sounds, gestures or actions to express needs and wants	<b>LLD 2.1 Communication</b> Uses vocalizations and gestures to communicate.

	<b>SED 1.1 Self-Awareness</b> Vocalizes or moves to express wants and needs.
Uses consistent sounds, gestures, signs or words to communicate	<b>LLD 2.2 Communication</b> Uses a few words either using signs or word-like sounds to communicate.
Imitates sounds, gestures, signs, words or phrases	<b>LLD 3.2 Phonological Awareness</b> Imitates sounds and tones.
Uses sounds, signs, words or phrases for a variety of purposes	<b>LLD 3.1 Phonological Awareness</b> Babbles and vocalizes using sound, volume and inflection.
Takes turns using language in simple back and forth conversations	<b>LLD 2.2 Communication</b> Uses conversational skills
Emergent Literacy - Developing skills and behaviors that relate to later reading and writing	<b>LLD 3 Phonological Awareness</b> <b>LLD 4 Alphabetic Knowledge</b> <b>LLD 5 Concepts of Print</b>
Shows interest in songs, rhymes and stories	<b>LLD 3.2 Phonological Awareness</b> Imitates sounds and tones.
Shows interest in photos, pictures and drawings	<b>LLD 4.2 Alphabetic Knowledge</b> Identifies a familiar object or person when shown a drawing or photo.
Develops interest in and involvement with books and other print materials	<b>LLD 5.2 Concepts of Print</b> Uses print concepts and explores books and other text
Begins to recognize and understand symbols such as those used in writing	<b>LLD 4.2 Alphabetic Knowledge</b> Identifies letters and words
Cognitive Development	
Birth to 36 months Indicators	
Exploration and Discovery - Attending to and exploring people, objects and events especially those that are novel or unusual	<b>SCI 1 Investigation &amp; Inquiry</b> <b>MR 6 Classification</b> <b>MR 5 Patterns</b> <b>MR 3 Shapes</b> <b>SCI 3 Physical Science</b> <b>MR 7 Logic &amp; Reasoning</b>
Pays attention to people and objects	<b>SCI 1.2 Investigation &amp; Inquiry</b> Investigates objects and events to gain understanding



Uses senses to explore people, objects and the environment	<b>SCI 3.1, 3.2 Physical Science</b> Uses senses to explore objects in an immediate environment.
Attends to colors, shapes, patterns or pictures	<b>MR 3.2 Physical Science</b> Identifies shapes and their characteristics.  <b>MR 5.2 Patterns</b> Attempts to mimic vocal and physical patterns.  <b>MR 6.2 Classification</b> Matches and sorts.
Shows interest and curiosity in new people and objects	<b>SCI 1.2 Investigation &amp; Inquiry</b> Investigates objects and events to gain understanding
Makes things happen and watches for results or repeats action	<b>MR 7.2 Logic &amp; Reasoning</b> Experiments with cause and effect.
Memory - Ability to process, retain and recall information	<b>MR 5 Patterns</b> <b>SS 4 History &amp; Sense of Time</b> <b>MR 6 Classification</b> <b>MR 1 Number Sense</b> <b>SCI 1 Investigation &amp; Inquiry</b>
Shows ability to acquire new information and use it at a later time	<b>SCI 1.2 Investigation &amp; Inquiry</b> Investigates objects and events to gain understanding
Recognizes familiar people, places and things	<b>MR 6.1, 6.2 Classification</b> Recognizes familiar people and objects
Recalls and uses information in new situations	<b>SS 4.2 History &amp; Sense of Time</b> Observes events and begins to participate.  <b>MR 5.2 Patterns</b> Identifies, reproduces and creates patterns.
Searches for missing or hidden objects	<b>SCI 1.1 Investigation &amp; Inquiry</b> Looks for a person or toy that has moved out of sight.  <b>MR 1.1 Number Sense</b> Looks for an object that is taken out of sight.
Problem Solving - Using cognitive abilities to find a solution to everyday problems	<b>MR 7 Logic &amp; Reasoning</b> <b>SCI 1 Investigation &amp; Inquiry</b> <b>SCI 4 Technology</b>
Experiments with different uses for objects	<b>SCI 4.2 Technology</b> Begins to use simple tools purposefully.


	<b>SCI 1.2 Investigation &amp; Inquiry</b> Investigates objects and events to gain understanding
Shows imagination and creativity in solving problems	<b>SCI 1.3 Investigation &amp; Inquiry</b> Investigates an object or group of objects in multiple ways.
Uses a variety of strategies to solve problems	<b>MR 7.2 Logic &amp; Reasoning</b> Experiments with cause and effect.
Applies knowledge to new situations	<b>MR 7.1 Logic &amp; Reasoning</b> Solves problems with memory and logic
Imitation and Symbolic Play - Copying the sounds, gestures or behaviors of others and using objects to represent something else during play.	<b>LLD 2 Communication</b> <b>CA 4 Drama</b>
Observes and imitates sounds, gestures or behavior	<b>LLD 2.1 Communication</b> Mimics sounds. Uses vocalizations and gestures to communicate.  <b>CA 4.1, 4.2 Drama</b> Imitates simple movements and facial expressions. Mimics observed behaviors and words. Mimics the use of familiar objects.
Uses objects to represent other things	<b>CA 4.3 Drama</b> Uses words, actions and props to pretend. Uses realistic toys as replacements for real objects.
Uses imitation or pretend play to express creativity and imagination	<b>CA 4.3 Drama</b> Participates in dramatic and symbolic play.
Physical and Motor Development	
Birth to 36 months Indicators	
Gross Motor Development - Body movements and skills that involve the arms and legs or the whole body	<b>PD 1 Gross Motor</b>
Moves body, arms and legs with coordination	<b>PD 1.2 Gross Motor</b> Builds coordination of large muscles
Demonstrates large muscle balance, stability, control and coordination	<b>PD 1.2 Gross Motor</b> Walks and climbs. Carries, drags, kicks and tosses objects.

Develops increasing ability to change positions and move body from place to place	<b>PD 1.2 Gross Motor</b> Walks and climbs. Carries, drags, kicks and tosses objects.
Moves body with purpose to achieve a goal	<b>PD 1.2 Gross Motor</b> Carries, drags, kicks and tosses objects.
Fine Motor Development - Physical movements and skills that involve the feet, hands and fingers	<b>PD 2 Fine Motor</b>
Uses hands or feet to manipulate objects and make contact with people	<b>PD 2.1 Fine Motor</b> Uses arms or legs to make contact with an object.
Develops small muscle control and coordination	<b>PD 2.2 Fine Motor</b> Builds strength and coordination of small movements
Demonstrates integration of the senses	<b>PD 2.1 Fine Motor</b> Uses arms or legs to make contact with an object.
Uses different actions on objects	<b>PD 2.1-2 Fine Motor</b> Small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys
Controls small muscles in hands when doing simple tasks	<b>PD 2.2 Fine Motor</b> Builds strength and coordination of small movements
Physical Health and Well-Being - Physical growth and basic health needs, contributing to positive feelings and attitudes	<b>PD 3 Safety</b> <b>PD 4 Personal Care</b> <b>PD 5 Nutrition</b> <b>SED 1 Self-Awareness</b>
Shows characteristics of healthy development	<b>PD 4.1 Personal Care</b> Receives appropriate healthcare from caregivers.
Responds when physical needs are met	<b>PD 3.1 Safety</b> Expresses distress when needs are not met.
Expresses physical needs non-verbally or verbally	<b>PD 5.2 Nutrition</b> Communicates when hungry, thirsty or tired.  <b>SED 1.1 Self-Awareness</b> Vocalizes or moves to express wants and needs.
Participates in physical care routines	<b>PD 4.3 Personal Care</b> Participates in healthy habits and healthcare routines.
Begins to develop self-help skills	<b>PD 4.2 Personal Care</b> Participates in taking care of some personal needs, such as feeding self.

Begins to understand safe and unsafe behaviors	<b>PD 3.2 Safety</b> Responds to possible dangers in the environment and avoids them when prompted.
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### Young School-Age


## Social & Emotional Development


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


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

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



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

Individual children develop at a unique pace.		Infant	Toddler	Preschool / Pre-K		Young School-Age			
Skill / Skill Code	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 <b>Social Studies</b>	<b>SS 1 Culture &amp; Community</b>	Recognizes family members and is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs. Identifies differences between self and others.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. Describes family and community members, their roles and their relationship to self.	Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. Identifies roles and responsibilities of self and others to contribute to the community.	Explains the meaning and importance of traditions and customs of other people. Explains how individuals, families and cultures differ. Compares roles, rules and responsibilities of different groups.	Compares diverse cultures and traditions. Understands that some people have different needs or beliefs.	Names influential people and events that have impacted familiar cultures and traditions. Demonstrates respect for people who may look or act differently.
	<b>SS 2 Civics &amp; Economics</b>	Attends to others in immediate environment. Grasps and releases objects.	Participates in communal activities. Expresses a desire for an object or action. Says me, mine.	Recognizes and attends to authority figures. Recognizes ownership of familiar objects.	Follows familiar rules and helps make group decisions. Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Applies familiar rules and suggests new rules in a variety of situations. Explores the use of trade to receive objects or services.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. Exchanges money, goods or services for other goods or services.	Identifies individual rights. Determines if rules support the common good. Describes ways one might use money, goods or services.	Describes different levels of government, e.g., local, state, national. Makes democratic decisions. Explains how and why people work together in trade to get what they need and want.
	<b>SS 3 Geography</b>	Responds to changes in the immediate environment. Navigates within a familiar environment.	Recognizes familiar places. Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.
	<b>SS 4 History &amp; Sense of Time</b>	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

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



★Mother Goose Time★

Alignment of the



Experience Early Learning Skills



with the

New Jersey Preschool Teaching and  
Learning Standards (2014)

# The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems which are imprints of the Experience Early Learning Company:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

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

Visit [http://mothergoosetime.com/all\\_about/research.php](http://mothergoosetime.com/all_about/research.php) to learn how each Mother Goose Time tool supports developmentally appropriate practice and child skill development.

## Alignment

This document details the alignment of the New Jersey Preschool Teaching and Learning Standards (2014) with the Developmental Continuum of the Experience Early Learning Skills.

For questions or comments about this alignment, contact [info@experienceearlylearning.com](mailto:info@experienceearlylearning.com).

Aligned with New Jersey's Preschool Teaching and Learning Standards (2014). Retrieved from <http://www.nj.gov/education/ece/guide/standards.pdf>

## SOCIAL AND EMOTIONAL DEVELOPMENT

Standard 0.1: Children demonstrate self-confidence.	<u>Social and Emotional Development</u> 1 Self Concept
0.1.1 Express individuality by making independent decisions about which materials to use.	<u>Creative Development</u> 32.1.C Visual Arts. Explores a variety of artistic tools and media.
0.1.2 Express ideas for activities and initiate discussions.	<u>Social and Emotional Development</u> 1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help.
0.1.3 Actively engage in activities and interactions with teachers and peers.	<u>Social and Emotional Development</u> 1.2.B Self Concept. Takes responsibility. Participates in daily routines or familiar activities.
0.1.4 Discuss their own actions and efforts.	<u>Language and Literacy</u> 8.1.C Communication. Communicates needs, desires and ideas using simple sentences.
Standard 0.2: Children demonstrate self-direction.	<u>Social and Emotional Development</u> 2 Self Direction
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	<u>Social and Emotional Development</u> 1.2.D Self Concept. Takes responsibility. Initiates an activity and seeks help to complete it.
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. Explores personal limits. Identifies when others are or are not following familiar rules and routines
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	<u>Social and Emotional Development</u> 2.3.C Self Direction. Transitions and adapts. Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.
0.2.4 Attend to tasks for a period of time.	<u>Social and Emotional Development</u> 2.2.C Self Direction. Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.
Standard 0.3: Children identify and express feelings.	<u>Social and Emotional Development</u> 1.3 Self Concept. Identifies and manages feelings
0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.	<u>Social and Emotional Development</u> 1.3D Self Concept. Identifies and manages feelings. Recognizes personal feelings.

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	Controls impulses with reminders.
0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).	<u>Social and Emotional Development</u> 3.3.E Social Relationships. Cares for and responds to others. Tries to comfort and assure familiar children or adults.
0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to "safe spot" to relax, expressive activities).	<u>Social and Emotional Development</u> 1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
Standard 0.4: Children exhibit positive interactions with other children and adults.	<u>Social and Emotional Development</u> 3.1 Builds positive relationships
0.4.1 Engage appropriately with peers and teachers in classroom activities.	<u>Social and Emotional Development</u> 3.2.C Cooperates. Helps or participates in an activity when asked.
0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).	<u>Social and Emotional Development</u> 3.1.A Builds positive relationships. Connects with caregivers through eye contact and gentle touch.
0.4.3 Say "thank you," "please," and "excuse me."	<u>Social and Emotional Development</u> 3.1 Builds positive relationships.
0.4.4 Respect the rights of others (e.g., "This painting belongs to Carlos.").	<u>Social and Emotional Development</u> 1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings.
0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").	<u>Social and Emotional Development</u> 1.1.F Self Concept. Expresses preference. Negotiates to attain personal preference in a situation.
0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).	<u>Social and Emotional Development</u> 1.3.F Self Concept. Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses.
Standard 0.5: Children exhibit pro-social behaviors.	<u>Social and Emotional Development</u> 3.1 Social Relationships. Builds positive relationships 3.2 Social Relationships. Cooperates 3.3 Social Relationships. Cares for and responds to others
0.5.1 Play independently and cooperatively in pairs and small groups.	<u>Social and Emotional Development</u> 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.

0.5.2 Engage in pretend play	<u>Creative Development</u> 33.1.D Drama. Participates in dramatic play. Plays a role in group dramatic play.
0.5.3 Demonstrate how to enter into play when a group of children are already involved in play	<u>Social and Emotional Development</u> 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.
0.5.4 Take turns.	<u>Social and Emotional Development</u> 3.2.A Social Relationships. Cooperates. Enjoys turn-taking games, such as peek-a-boo.
0.5.5 Demonstrate understanding the concept of sharing by attempting to share.	<u>Social and Emotional Development</u> 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.

## VISUAL & PERFORMING ARTS

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.	<u>Creative Development</u> 31 Dance and Movement
1.1.1 Move the body in a variety of ways, with and without music.	<u>Creative Development</u> 31.1.A Dance and Movement. Develops dance and movement techniques. Moves body in a variety of ways.
1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.	<u>Creative Development</u> 31.1.B Dance and Movement. Develops dance and movement techniques. Moves body purposely. Sways or bounces to music.
1.1.3 Participate in simple sequences of movements	<u>Creative Development</u> 31.1.E Dance and Movement. Develops dance and movement techniques. Follows a leader to perform a simple movement pattern.
1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.	<u>Social and Emotional Development</u> 2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful.
1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.	<u>Social Studies</u> 21.2.A Families and Communities. Explores cultures and traditions. Is exposed to family traditions or cultural events.



1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.	<u>Creative Development</u> 31.2.A Dance and Movement. Expresses through dance and movement. Uses body language to express feelings.
1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.	<u>Creative Development</u> 31.2.F Dance and Movement. Expresses through dance and movement. Expresses ideas, feelings and stories through creative movement.
1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.
Standard 1.2: Children express themselves through and develop an appreciation of music.	<u>Creative Development</u> 30 Music
1.2.1 Sing a variety of songs with expression, independently and with others.	<u>Creative Development</u> 30.2.C Music. Expresses through music. Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.
1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.	<u>Creative Development</u> 30.2.D Music. Expresses through music. Uses voice, common objects or instruments to create music. Identifies self as a musician.
1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.	<u>Creative Development</u> 30.1.C Music. Develops rhythm and tone. Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.
1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs	<u>Creative Development</u> 30.1.E Music. Develops rhythm and tone.Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.
1.2.5 Participate in and listen to music from a variety of cultures and times.	<u>Social Studies</u> 21.2.A Families and Communities. Explores cultures and traditions. Is exposed to family traditions or cultural events.
1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.	<u>Language and Literacy</u> 9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
1.2.7 Describe feelings and reactions in response to diverse musical genres and styles.	<u>Language and Literacy</u> 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.
1.2.8 Begin to demonstrate appropriate audience skills during recordings and music	<u>Social and Emotional Development</u>

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performances.	2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines
Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.	<u>Creative Development</u> 33.1 Drama. Participates in dramatic play 33.2 Drama. Uses and creates props
1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).	<u>Creative Development</u> 33.1.E Drama. Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	<u>Creative Development</u> 33.1.E Drama. Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	<u>Creative Development</u> 33.1.D Drama. Participates in dramatic play. Plays a role in group dramatic play.
1.3.4 Differentiate between fantasy/pretend play and real events.	<u>Creative Development</u> 33.1.C Drama. Participates in dramatic play. Uses words, actions and props to pretend.
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	<u>Creative Development</u> 33.1.G Drama. Participates in dramatic play. Describes how a character may feel in a given situation, then integrates that emotion into performance.
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	<u>Social Studies</u> Families and Communities. Respects diversity. Sees diverse features of people in books, toys and media.
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	<u>Creative Development</u> 33.1.G Drama. Participates in dramatic play. Describes how a character may feel in a given situation, then integrates that emotion into performance.
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines
Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).	<u>Creative Development</u> 32 Visual Arts
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	<u>Social and Emotional Development</u> 2.1.B Self Direction. Follows rules and routines. Cooperates during familiar routines and redirection.

1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.	<u>Creative Development</u> 32.1.C Visual Arts. Develops artistic techniques. Explores a variety of artistic tools and media.
1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.	<u>Language and Literacy</u> 9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings
1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.	<u>Creative Development</u> 32.2.F Visual Arts. Expresses through visual arts. Creates arts to represent an idea or object. Explains how it was made.
1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.	<u>Social and Emotional Development</u> 2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.
1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.	<u>Physical Development</u> 5.2.C Fine Motor. Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	<u>Creative Development</u> 32.1.H Visual Arts. Develops artistic techniques. Compares artistic techniques and creations of many artists.

## HEALTH, SAFETY, AND PHYSICAL EDUCATION

Standard 2.1: Children develop self-help and personal hygiene skills.	<u>Physical Development</u> 6.2 Health and Safety. Practices good hygiene.
2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	<u>Physical Development</u> 6.2.C Health and Safety. Practices good hygiene. With help, participates in healthy habits and health care routines. Names body parts.
2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines
Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.	<u>Physical Development</u> 6.1.E Health and Safety. Makes healthy food and exercise choices.
2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	<u>Physical Development</u> 6.1.E Health and Safety. Makes healthy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.
2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	<u>Physical Development</u> 6.1.F Health and Safety. Makes healthy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.
Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.	<u>Physical Development</u> 6.3 Health and Safety. Demonstrates safe practices.
2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	<u>Physical Development</u> 6.3.F Health and Safety. Demonstrates safe practices. Applies general safety rules to a variety of everyday situations with little prompting.
2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	<u>Physical Development</u> 6.3.B Health and Safety. Demonstrates safe practices. Responds to possible dangers in environment and avoids them when prompted.
2.3.3 Identify community helpers who assist in maintaining a safe environment.	<u>Physical Development</u> 6.3. E Health and Safety. Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.
2.3.4 Know how to dial 911 for help.	<u>Physical Development</u>

	6.3.C Health and Safety. Demonstrates safe practices. Follows simple safety rules.
Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.	<u>Physical Development</u> 4 Gross Motor 5 Fine Motor
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	<u>Physical Development</u> 4.1,2 Gross Motor. Builds strength and balance. Coordinates large movements.
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	<u>Physical Development</u> 5.1 Fine Motor. Controls small movements.
2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	<u>Physical Development</u> 4.2.D Gross Motor. Coordinates large movements. Throws both overhand and underhand. Catches or kicks moving objects. 4.1.D Gross Motor. Builds strength and balance. Balances and hops on one foot. 5.1.C Fine Motor. Controls small movements. Controls small movements.

ENGLISH LANGUAGE ARTS

Reading Literature	<u>Language and Literacy</u>
Key Ideas and Details	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	<u>Language and Literacy</u> 7.1.D Listening Comprehension. Comprehends spoken language. Listens to a story or request and then responds appropriately.
RL.PK.2 With prompting and support, retell familiar stories or poems.	<u>Language and Literacy</u> 13.2.E Reading Comprehension. Retells, asks, and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	<u>Language and Literacy</u> 13.2.G Reading Comprehension. Retells, asks, and answers questions. Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.
Craft and Structure	
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<u>Language and Literacy</u> 11.1.F,G Concepts of Print. Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. Explains the difference between books that tell stories and those that give information.
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story	<u>Language and Literacy</u> 11.1.F Concepts of Print. Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator.
Integration of Knowledge and Ideas	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	<u>Language and Literacy</u> 13.1.C Reading Comprehension. Responds to text. Talks about pictures and ideas in familiar stories.

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RL.PK.8 (Not applicable to literature)	---
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	13.1 Reading Comprehension. Responds to text.
Range of Reading and Level of Text Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.

ENGLISH LANGUAGE ARTS

Reading Informational Text	
Key Ideas and Details	
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	<u>Language and Literacy</u> 7.1.D Listening Comprehension. Comprehends spoken language. Listens to a story or request and then responds appropriately.
RL.PK.2 With prompting and support, retell familiar stories or poems.	<u>Language and Literacy</u> 13.2.E Reading Comprehension. Retells, asks, and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	<u>Language and Literacy</u> 13.2.G Reading Comprehension. Retells, asks, and answers questions. Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.
Craft and Structure	
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<u>Language and Literacy</u> 11.1.F,G Concepts of Print. Demonstrates print knowledge. Recognizes common types

	of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. Explains the difference between books that tell stories and those that give information.
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story	<u>Language and Literacy</u> 11.1.F Concepts of Print. Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator.
Integration of Knowledge and Ideas	
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	<u>Language and Literacy</u> 13.1.C Reading Comprehension. Responds to text. Talks about pictures and ideas in familiar stories.
RL.PK.8 (Begins in kindergarten)	---
RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	13.1 Reading Comprehension. Responds to text.
Range of Reading and Level of Text Complexity	
RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups	<u>Social and Emotional Development</u> 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.

## ENGLISH LANGUAGE ARTS

Reading: Foundational Skills	
Print Concepts	<u>Language and Literacy</u> 11 Concepts in Print
RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print. a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower case letters of the alphabet..	<u>Language and Literacy</u> 11.1.D Concepts in Print. Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Follows the direction of text. 12.1.C Letter/Word Recognition. Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.
Phonological Awareness	



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<p>RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).</p> <p>a) Recognize and produce simple rhyming words.</p> <p>b) Segment syllables in spoken words by clapping out the number of syllables.</p> <p>c) Identify many initial sounds of familiar words.</p> <p>d) (Begins in kindergarten)</p> <p>e) (Begins in kindergarten)</p>	<p><u>Language and Literacy</u></p> <p>10.2.D Phonological Awareness. Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme.</p> <p>10.1.F Phonological Awareness. Hears small units of sound. Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.</p> <p>10.1.D Phonological Awareness. Hears small units of sound. Identifies words that have a similar beginning sound.</p>
Phonics and Word Recognition	
<p>RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.</p> <p>a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.</p> <p>b) (Begins in kindergarten)</p> <p>c) Recognize their name in print as well as other familiar print in the environment.</p> <p>d) (Begins in kindergarten)</p>	<p><u>Language and Literacy</u></p> <p>10.1.D Phonological Awareness. Hears small units of sound. Identifies words that have a similar beginning sound</p> <p>12.1.D Letter/Word Recognition. Identifies letters and words. Recognizes some common words in print; such as their his/her name, mom, dad or stop.</p>
Fluency	
<p>RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.</p>	<p><u>Language and Literacy</u></p> <p>13.1.G Reading Comprehension. Responds to text. Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.</p>

ENGLISH LANGUAGE ARTS

Writing	
Text Types and Purposes	
<p>W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p>	<p><u>Social and Emotional Development</u></p> <p>1.1.C Self Concept. Expresses preferences. Expresses likes and dislikes.</p> <p><u>Physical Development</u></p> <p>5.2.C Fine Motor. Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.</p>
<p>W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or</p>	<p><u>Physical Development</u></p>

invented spelling to share information during play or other activities.	5.2.C Fine Motor. Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
W.PK.3 (Begins in kindergarten)	---
<b>Production and Distribution of Writing</b>	
W.PK.4 (Begins in grade 3)	---
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	<u>Physical Development</u> 5.2.C Fine Motor. Uses drawing/writing tools. Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	<u>Science</u> 29.1.G Technology. Explores technology. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.
<b>Research to Build and Present Knowledge</b>	
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	<u>Social and Emotional Development</u> 3.2 Social Relationships. Cooperates  <u>Language and Literacy</u> 13 Reading comprehension 14 Emergent Writing
W.PK.8 With guidance and support, recall information from experience or familiar topic to answer a question.	<u>Language and Literacy</u> 13.2 Reading comprehension. Retells, asks and answers questions
W.PK.9 (Begins in grade 4)	---

ENGLISH LANGUAGE ARTS

Speaking and Listening	
Comprehension and Collaboration	
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	<u>Social and Emotional Development</u> 2.1 Self Direction. Follows rules and routines. 2.2 Self Direction. Maintains attention
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	<u>Language and Literacy</u> 13.2.F Reading Comprehension. Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	<u>Language and Literacy</u> 7.1.G Listening Comprehension. Comprehends spoken language. Asks or answers specific questions about key details from information or stories shared orally.
Presentation of Knowledge and Ideas	
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	<u>Language and Literacy</u> 8.1.F Communication. Communicates ideas. Explains thoughts about familiar people, places and events.
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	<u>Language and Literacy</u> 14.2.D Emergent Writing. Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	<u>Language and Literacy</u> 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.

ENGLISH LANGUAGE ARTS

LANGUAGE	
Conventions of Standard English	
<p>L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> <li>a) Print many alphabet letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns.</li> <li>d) Understand and use question words (e.g., who, what, where, when, why, how).</li> <li>e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).</li> <li>f) Begin to speak in complete sentences.</li> <li>g) Understands and can follow simple multi-step directions.</li> </ul>	<p><u>Language and Literacy</u></p> <p>9.1 Vocabulary. Builds vocabulary</p> <p>12.1. Letter/Word Recognition. Identifies letters and words.</p> <p>7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.</p>
<p>L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.</p> <ul style="list-style-type: none"> <li>a) (Begins in kindergarten)</li> <li>b) (Begins in kindergarten)</li> <li>c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</li> <li>d) (Begins in kindergarten)</li> </ul>	<p><u>Language and Literacy</u></p> <p>12.1. Letter/Word Recognition. Identifies letters and words</p> <p>14.1.C Emergent writing. Writes name, words, and sentences. Writes letter-like forms and creates his/her own symbols</p>
L.PK.3 (Begins in grade 2)	--
Vocabulary Acquisition and Use	
<p>L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <ul style="list-style-type: none"> <li>a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).</li> <li>b) (Begins in kindergarten)</li> </ul>	<p><u>Language and Literacy</u></p> <p>9.1 Vocabulary. Builds vocabulary.</p>
<p>L.PK.5,a,b,c,d With guidance and support, explore word relationships.</p> <ul style="list-style-type: none"> <li>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</li> <li>b) Begin to understand opposites of simple and familiar words.</li> <li>c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.").</li> <li>d) (Begins in kindergarten)</li> </ul>	<p><u>Mathematics and Reasoning</u></p> <p>18.2.C Patterns and Sorting. Matches, sorts and charts. Sort objects by one feature, such as size or color.</p> <p><u>Language and Literacy</u></p> <p>9.1 Vocabulary. Builds vocabulary.</p>

L.PK.6 Use words and phrases acquired through conversations, activities and read alouds.

Language and Literacy

7.1.F Listening Comprehension. Comprehends spoken language. Asks and answers general questions about information or stories shared orally.

## APPROACHES TO LEARNING

### Standard 9.1: Children demonstrate initiative, engagement, and persistence.

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

Social and Emotional Development

1.2.D Self Concept. Takes responsibility. Initiates an activity and seeks help to complete it

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

Social and Emotional Development

1.2 Self Concept. Takes responsibility.

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

Social and Emotional Development

2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').

Social and Emotional Development

2.2.F Self Direction. Maintains attention. Sustains focus for at least ten minutes even if there are distractions.

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").

Social and Emotional Development

1.2.E Self Concept. Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity.

### Standard 9.2: Children show creativity and imagination.

### Creative Development

9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).

Science

25.2.C Scientific Reasoning. Observes and experiments. Investigates an object or group of objects in multiple ways.

9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).

Mathematics and Reasoning

20.1 Logic. Solves problems.

	<p><u>Creative Development</u> 33.2.D Drama. Uses and creates props. Uses any object as a replacement for a realistic prop or real object.</p>
9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).	<p><u>Language and Literacy</u> 8.1 Communication. Communicates ideas</p> <p><u>Creative Development</u> 30.2 Music. Expresses through music 31.2 Dance and movement. Expresses through dance and movement. 32.2 Visual Arts. Expresses through visual arts</p>
Standard 9.3: Children identify and solve problems.	<p><u>Mathematics and Reasoning</u> 20.1 Logic. Solves problems.</p>
9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")	<p><u>Mathematics and Reasoning</u> 20.1.A Logic. Solves problems. Reacts to a problem and seeks a desired outcome.</p>
9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud)	<p><u>Science</u> 25.1 Scientific Reasoning. Inquires and predicts.</p>
9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).	<p><u>Science</u> 25.1.F Scientific Reasoning. Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> <p><u>Mathematics and Reasoning</u> 20.1.B Logic. Solves problems. Experiments with cause and effect.</p>
9.3.4 Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	<p><u>Mathematics and Reasoning</u> 20.1 Logic. Solves problems. Evaluates and infers. Shares discoveries with others.</p>
Standard 9.4: Children apply what they have learned to new situations.	<p><u>Science</u> 25 Scientific Reasoning.</p>
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	<p><u>Science</u> 25.3.D Scientific Reasoning. Evaluates and infers. Uses past knowledge to explain observed changes.</p> <p><u>Mathematics and Reasoning</u> 20.1.E Logic. Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p>

9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	<u>Mathematics and Reasoning</u> 20.1.E Logic. Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	<u>Creative Development</u> 33.1.G Drama. Participates in dramatic play. Describes how a character may feel in a given situation, then integrates that emotion into performance.  <u>Social and Emotional Development</u> 1.1.H Self Concept. Expresses preference. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.

## MATHEMATICS

Standard 4.1: Children begin to demonstrate an understanding of number and counting.	<u>Mathematics and Reasoning</u> 15 Number Concepts
4.1.1 Count to 20 by ones with minimal prompting	<u>Mathematics and Reasoning</u> 15.2.E Number Concepts. Counts to determine quantity. Counts up to twenty objects
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	<u>Mathematics and Reasoning</u> 15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten.
4.1.3 Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.	<u>Mathematics and Reasoning</u> 15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten.
4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many"):  (a) Accurately count quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a	<u>Mathematics and Reasoning</u> 15.2.D Number Concepts. Counts to determine quantity. Counts up to ten objects. 18.2.D Patterns and Sorting. Matches, sorts, and charts. After sorting objects by one feature, sorts again by a different feature. 15 Number Concepts

<p>scattered configuration.</p> <p>(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).</p> <p>(c) Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</p>	
<p>4.1.5 4.1.6 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).</p>	<p><u>Mathematics and Reasoning</u> 18.2.b Patterns and Sorting. Matches, sorts, and charts. When shown one object, finds the match.</p>
<p>4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).</p>	<p><u>Mathematics and Reasoning</u> 19 Measurement. Compares and seriates.</p>
<p>Standard 4.2: Children demonstrate an initial understanding of numerical operations.</p>	<p><u>Mathematics and Reasoning</u> 15.3 Number Concepts. Understands operations.</p>
<p>4.2.1 Represent addition and subtraction by manipulating up to 5 objects: (a) putting together and adding to (e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and (b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).</p>	<p><u>Mathematics and Reasoning</u> 15.3.D Number Concepts. Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
<p>4.2.2 Begin to represent simple word problem data in pictures and drawings.</p>	<p><u>Language and Literacy</u> 14.2.E Emergent Writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p>
<p>Standard 4.3: Children begin to conceptualize measurable attributes of objects.</p>	<p><u>Mathematics and Reasoning</u> 19 Measurement</p>
<p>4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).</p>	<p><u>Mathematics and Reasoning</u> 18.2.C Patterns and Sorting. Matches, sorts and charts. Sort objects by one feature, such as size or color.</p>
<p>4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p>	<p><u>Language and Literacy</u> 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</p>	<p><u>Mathematics and Reasoning</u> 19.2.C Measurement. Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.</p>
<p>Standard 4.4: Children develop spatial and geometric sense.</p>	<p><u>Mathematics and Reasoning</u> 17 Spatial Awareness</p>



4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	<u>Mathematics and Reasoning</u> 17.2.B Spatial Awareness. Determines object location. Follows simple positional directions such as on/off, over/under and up/down.
4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	<u>Mathematics and Reasoning</u> 16.1.D Shapes. Identifies shapes. Identifies four to six basic geometric shapes.
4.4.3 Manipulate, compare and discuss the attributes of: (a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). (b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	<u>Mathematics and Reasoning</u> 16.1.F Shapes. Identifies Shapes. Describes basic and complex two- and three-dimensional shapes using own words. 16.1.F Shapes. Identifies Shapes. Describes objects in the environment as two- and three-dimensional shapes.

## SCIENCE

Standard 5.1: Children develop inquiry skills.	<u>Science</u> 25 Scientific Reasoning
5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	<u>Science</u> 25.1.E Scientific Reasoning. Inquires and predicts. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).	<u>Science</u> 25.2.C Scientific Reasoning. Observes and experiments. Investigates an object or group of objects in multiple ways.
5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark,	<u>Language and Literacy</u> 9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in

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trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	conversations or through reading. Compares words and their meanings.
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.	25.3.C,E Scientific Reasoning. Evaluates and infers. Shares discoveries with others. Describes and compares observations of scientific phenomenon.
5.1.5 Represent observations and work through drawing, recording data, and "writing" (e.g., drawing and "writing" on observation clipboards, making rubbings, charting the growth of plants).	<u>Language and Literacy</u> 14.2.E Emergent Writing. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Standard 5.2: Children observe and investigate matter and energy.	<u>Science</u> 27.1 Physical Science
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	<u>Science</u> 27.1.C,D Physical Science. Identifies properties of matter. With support, sorts objects by physical characteristics. Describes basic physical properties of objects and materials in immediate environment.
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	<u>Science</u> 27.1.B Physical Science. Identifies properties of matter. Reacts to changes in texture, smell, sound or sight.
5.2.3 Investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors).	<u>Science</u> 27.1.A Physical Science. Identifies properties of matter. Uses senses to explore objects in immediate environment.
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	<u>Science</u> 27.2.C,D Physical Science. Explores forces and motion. 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.
Standard 5.3: Children observe and investigate living things.	<u>Science</u> 26 Life Science
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	<u>Science</u> 26.2.C Life Science. Classifies organisms. Groups living things by common characteristics.
5.3.2 Observe similarities and differences in the needs of living things, and differences	<u>Science</u>

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between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	26.1.E Life Science. Identifies basic needs. Recognizes that all living things have similar basic needs. Distinguishes between needs and wants 26.2.D Life Science. Classifies organisms. Identifies if an object can grow, eat or move.
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	<u>Science</u> 26.1.F Life Science. Identifies basic needs. Describes how living things attain what they need to survive. 28.2.E Earth Science. Explores ecosystems. Describes a habitat and its characteristics.
5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	<u>Science</u> 25.2.D Scientific Reasoning. Observes and Experiments. Observes and describes actions or changes that occur to familiar objects and people.
Standard 5.4: Children observe and investigate the Earth	<u>Science</u> 28 Earth Science
5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).	<u>Science</u> 28.2.B,C Earth Science Explores ecosystems. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Identifies familiar animals, plants or rocks in immediate environment.
5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun's light is blocked by objects).	<u>Science</u> 25.2.D, G Scientific Reasoning. Observes and Experiments. Observes and describes actions or changes that occur to familiar objects and people. Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.
5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).	<u>Science</u> 28.1 Earth Science. Identifies weather and climate.  25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.
5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).	<u>Science</u> 28.2.F Earth Science. Explores ecosystems. Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.
Standard 5.5: Children gain experience in using technology.	<u>Science</u> 29.1 Technology. Explores technology.
5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves,	<u>Science</u> 29.1.E Technology. Explores technology. Experiments with simple technology to solve problems or accomplish tasks.

tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).

## SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Standard 6.1: Children identify unique characteristics of themselves, their families, and others.	<u>Social Studies</u> 21.1 Families and Communities. Identifies community and family roles
6.1.1 Describe characteristics of oneself, one's family, and others.	<u>Social Studies</u> 21.1. D Families and Communities. Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers
6.1.2 Demonstrate an understanding of family roles and traditions.	<u>Social Studies</u> 21.1 Families and Communities. Identifies community and family roles. 21.2 Families and Communities. Explores cultures and traditions.
6.1.3 Express individuality and cultural diversity (e.g., through dramatic play).	<u>Social Studies</u> 21.2.C Families and Communities. Explores cultures and traditions. With help, participates in family traditions and customs.
Standard 6.2: Children become contributing members of the classroom community.	<u>Social Studies</u> 22.1 Civics and Economics. Understands citizenship.
6.2.1 Demonstrate understanding of rules by following most classroom routines.	<u>Social Studies</u> 22.1.D Civics and Economics. Understands citizenship. Follows familiar rules and helps make group decisions.
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	<u>Social and Emotional Development</u> 1.2 Self Concept. Takes responsibility.
6.2.3 Demonstrate appropriate behavior when collaborating with others.	<u>Social and Emotional Development</u> 3.2 Social Relationships. Cooperates.
Standard 6.3: Children demonstrate knowledge of neighborhood and community.	<u>Social Studies</u>

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	21.1 Families and Communities. Identifies communities and family roles
6.3.1 Develop an awareness of the physical features of the neighborhood/community.	<u>Social Studies</u> 23.1.C Geography. Identifies types of places. Identifies a variety of familiar places, such as the store, car, home or Grandma's.
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	<u>Social Studies</u> 21.1.D Families and Communities. Identifies communities and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.
Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.	<u>Social Studies</u> 21.2 Families and Communities. Explores cultures and traditions.
6.4.1 Learn about and respect other cultures within the classroom and community	<u>Social Studies</u> 21.3 Families and Communities. Respects diversity.

WORLD LANGUAGES

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.	<u>Social Studies</u> 21.3 Families and Communities. Respects diversity.
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song)	<u>Social Studies</u> 21.3.G Families and Communities. Respects diversity. Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	<u>Social Studies</u> 21.2 Families and Communities. Explores cultures and traditions.
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	<u>Social Studies</u> 21.2 Families and Communities. Explores cultures and traditions.  <u>Language and Literacy</u> 9.1 Vocabulary. Builds vocabulary.
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	<u>Language and Literacy</u> 8.1 Communication. Communicates ideas.

Social Studies

21.3 Families and Communities. Respects diversity.

## TECHNOLOGY

Standard 8.1: Navigate simple on screen menus.	<u>Science</u> 29.1 Technology. Explores technology.
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	<u>Science</u> 29.1 Technology. Explores technology.
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	<u>Science</u> 29.1 Technology. Explores technology.
Standard 8.2: Use electronic devices independently.	<u>Science</u> 29.1.D Technology. Explores technology. Explores simple machines and interacts with simple electronic and screen toys.
8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	<u>Science</u> 29.1 Technology. Explores technology.
8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	<u>Science</u> 29.1 Technology. Explores technology.
8.2.3 Turn smart toys on and/or off.	<u>Science</u> 29.1.D Technology. Explores technology. Explores simple machines and interacts with simple electronic and screen toys.
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	<u>Science</u> 29.1 Technology. Explores technology.
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	<u>Science</u> 29.1.D Technology. Explores technology. Explores simple machines and interacts with simple electronic and screen toys.
8.2.6 Use a digital camera to take a picture.	<u>Science</u>


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	29.1.E Technology. Explores technology. Experiments with simple technology to solve problems or accomplish tasks.
Standard 8.3: Begin to use electronic devices to communicate.	<u>Science</u> 29.1 Technology. Explores technology.
8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	<u>Science</u> 29.1.E Technology. Explores technology. Experiments with simple technology to solve problems or accomplish tasks.
Standard 8.4: Use common technology vocabulary	<u>Language and Literacy</u> 9.1 Vocabulary. Builds vocabulary.  <u>Science</u> 29.1 Technology. Explores technology.
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	<u>Science</u> 29.1.F Technology. Explores technology. Uses familiar tools and technology to produce a desired result or solve a specific problem.
Standard 8.5: Begin to use electronic devices to gain information.	<u>Science</u> 29.1.F,G Technology. Explores technology. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	<u>Science</u> 29.1.F,G Technology. Explores technology. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.



# Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
 <b>Social and Emotional Development</b>	<b>1 Self Concept</b>	<b>1.1 Expresses preference</b>	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.	
		<b>1.2 Takes responsibility</b>	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.	
		<b>1.3 Identifies and manages feelings</b>	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.	
	<b>2 Self Direction</b>	<b>2.1 Follows rules and routines</b>	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.	
		<b>2.2 Maintains attention</b>	Focuses for a short time when others interact with him/her.	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.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.	
		<b>2.3 Transitions and adapts</b>	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.	
	<b>3 Social Relationships</b>	<b>3.1 Builds positive relationships</b>	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.	
		<b>3.2 Cooperates</b>	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.	
		<b>3.3 Cares for and responds to others</b>	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.	
 <b>Physical Development</b>	<b>4 Gross Motor</b>	<b>4.1 Builds strength and balance</b>	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.	
		<b>4.2 Coordinates large movements</b>	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.	
	<b>5 Fine Motor</b>	<b>5.1 Controls small movements</b>	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings 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.	Beads, grasps and stacks objects of all sizes with speed and accuracy.	
		<b>5.2 Uses drawing/ writing tools</b>	Picks up small objects with thumb and pointer finger (pincher grasp)	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.	
	<b>6 Health and Safety</b>	<b>6.1 Makes healthy food and exercise choices</b>	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.	
		<b>6.2 Practices good hygiene</b>	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.	
		<b>6.3 Demonstrates safe practices</b>	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	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. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.	





Individual children develop at a unique pace.

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary									
Skill		Goal		Benchmark A		Benchmark B		Benchmark C		Benchmark D		Benchmark E		Benchmark F		Benchmark G		Benchmark H	
Language and Literacy	7 Listening Comprehension	7.1 Comprehends spoken language		Turns head toward the person speaking and makes gestures and/or vocalizations in response.		When prompted, identifies familiar people or objects.		Responds to simple statements and questions.		Listens to a story or request and then responds appropriately.		Expands on stories and information shared orally.		Asks and answers general questions about information or stories shared orally.		Asks or answers specific questions about key details from information or stories shared orally.		Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.	
		7.2 Follows verbal directions		Responds to conversation in environment and imitates actions.		With prompts and gestures, follows a one-step direction.		Follows related two-step directions given verbally.		Follows unrelated two-step directions given verbally.		With prompting, follows multi-step directions given verbally.		Follows multi-step directions given verbally.		Remembers and follows previous rules or directions shared verbally.		Responds to verbal statements that have implied directions or requests.	
	8 Communication	8.1 Communicates ideas		Uses vocal sounds and gestures to communicate.		Uses a few words and word-like sounds to communicate.		Communicates needs, desires and ideas using simple sentences.		Asks simple questions and stays on topic for two to three exchanges.		Tells stories and engages in conversations through multiple exchanges.		Explains thoughts about familiar people, places and events.		Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.		Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.	
		8.2 Speaks in sentences		Duplicates single sounds.		Says one- to two-word sentences.		Says two- to four-word sentences and repeats short phrases.		Speaks in sentences but does not always follow grammatical rules.		Speaks in simple complete sentences. Uses question words in speech.		Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.		Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.		Uses common irregular plural nouns and conjugated verbs.	
	9 Vocabulary	9.1 Builds vocabulary		Makes noises and gestures to communicate.		Repeats words heard frequently in environment.		Identifies familiar people, places, and objects. Asks what a specific person or object are called.		Describes familiar people, places and objects. Seeks additional words for new ways to describe.		Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.		Uses new or technical words learned in conversations or through reading. Compares words and their meanings.		Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.		Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.	
		10 Phonological Awareness	10.1 Hears small units of sound		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.
	10.2 Identifies rhyme and alliteration		Hears rhyming songs and games.		Repeats the last word in familiar rhymes when prompted.		Suggests a missing rhyming word within a poem or song.		Identifies when two words rhyme or don't rhyme.		Suggests a series of rhyming words when given a word.		Explains which sound of given word is the rime and which sound is the onset.		Recognizes blends, digraphs, letter patterns and simple word families.		Manipulates syllables in words, including prefixes and suffixes.		
	11 Concepts of Print	11.1 Demonstrates print knowledge		Looks or points to pictures and opens/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 book types of text (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.	
		12 Letter/Word Recognition	12.1 Identifies letters and words		Looks for familiar people and objects when given their names.		Identifies a familiar object or person when shown a drawing or photo.		Recognizes the difference between pictures, letters and numbers in print.		Recognizes some common words in print; such as their his/her name, mom, dad or stop.		Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.		Reads high frequency sight words.		Reads and decodes root words with inflectional endings (e.g. ed, ing, s).		Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
	12.2 Makes letter-sound connections		Babbles or repeats sounds.		Points at words printed on a page and pretends to read aloud.		Recognizes the sound of the first letter in his/her name.		Identifies six to seven letters and their sounds.		Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.		Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.		Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.		Applies phonics strategies and word analysis skills to decode unfamiliar words.		
	13 Reading Comprehension	13.1 Responds to text		Interacts by reaching or patting when a book is read.		Points to pictures and repeats words from familiar stories.		Talks about pictures and ideas in familiar stories.		Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.		Relates to the characters or events of the story and shares a similar experience or object from own life.		With support, compares similarities between two texts.		Makes many text-to-text, self and -world connections. Compares similarities and differences between two texts.		Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.	
		13.2 Retells, asks and answers questions		Holds book and looks intently at each page.		Answers "Where is...?" questions by pointing.		Answers "What...?" questions about stories and books. Recalls the name of the main character.		Participates with others in the retelling of a story by pointing at pictures or role-playing with props.		Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.		With prompting, answers questions about characters and setting. Retells major events of a story in sequence.		Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.		Summarizes texts and their messages; Describes the points of view of various characters and how they each respond to challenges or events in the story.	
14 Emergent Writing	14.1 Writes name, words and sentences		Grips a writing utensil and uses it with help.		Makes continuous marks with writing tools.		Writes letter-like forms and creates his/her own symbols.		Attempts to print or copy familiar symbols and letters, especially those that are in own name.		Prints first name. Copies print. Uses inventive spelling.		Prints first and last name. Prints upper and lower case letters appropriately.		Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.		Writes simple and compound sentences. Uses commas. Checks and corrects spelling.		
	14.2 Expresses through writing		Explores writing materials.		Makes marks or handprints on paper.		Scribbles or draws marks as a representation of an object or person.		Draws lines, circles or shapes and explains who or what they represent.		Uses a combination of drawing, dictating and writing to express and record an event or idea.		Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.		Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.		Writes ideas or groups information in logical order. Uses descriptive words in writing.		

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Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
123  Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.	
		15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.	
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4, 7=5+2).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.	
	16 Shapes	16.1 Identifies 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.	
		16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.	
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.	
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.	
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	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.	
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	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.	
	19 Measurement	19.1 Estimates and measures	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 non-standard 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 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.	
		19.2 Compares and serializes	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.	
	20 Logic	20.1 Solves problems	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/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.	
Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.		
		21.2 Explores cultures and traditions	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.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.	
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.	
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.	
		22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.	
	23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.	
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.	
	24 History	24.1 Describes past events	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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Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H		
  Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.	
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.	
		25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.	
	26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.	
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.	
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.	
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	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.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.	
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.	
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explains how force is used to change the direction of moving objects.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.	
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.	
  Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.	
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.	
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.	
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.	
	32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.	
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.	
	33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.	
		33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.	

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