



Alignment of the
Experience Early Learning Skills
with
Common Core Standards





The Developmental Continuum of the Experience Early Learning Skills

This document details the alignment of the **Common Core Standards**. For questions or comments about this alignment, please contact info@experienceearlylearning.com

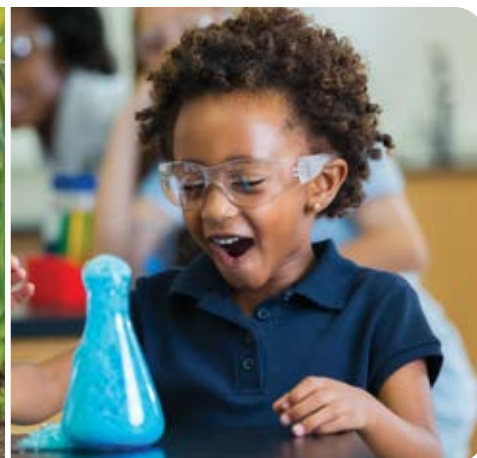
The Experience Early Learning Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum. They represent child development research and support the behavioral shifts that occur over time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

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

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



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



<https://learning.ccsso.org/common-core-state-standards-initiative>
https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf
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Common Core State Standards

Developmental Continuum of the Experience Early Learning Skills

English Language Arts-Kindergarten	
Reading Standards for Literature	
Key Ideas and Details	
With prompting and support, ask and answer questions about key details in a text.	<p>LLD 1 Listening LLD 1.5a Listens and understands inferred requests. LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.</p> <p>LLD 6 Reading Comprehension LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
With prompting and support, retell familiar stories, including key details.	<p>LLD 2 Communication LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 6 Reading Comprehension LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
With prompting and support, identify characters, settings, and major events in a story.	<p>LLD 6 Reading Comprehension LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from their own life.</p>

	LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Craft and Structure	
Ask and answer questions about unknown words in a text.	LLD 1 Listening LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1.5a Listens and understands inferred requests.
Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).	LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation. LLD 6 Reading Comprehension LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	LLD 5 Concepts of Print LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.
Integration of Knowledge and Ideas	
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	LLD 6 Reading Comprehension LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props. LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts.
Range of Reading and Level of Text Complexity	

<p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.4a Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story.</p> <p>LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from their own life.</p>
Reading Standards for Informational Text	
Key Ideas and Details	
With prompting and support, ask and answer questions about key details in a text.	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
With prompting and support, identify the main topic and retell key details of a text.	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.5a With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p> <p>LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.6a With support, compares similarities between two texts.</p>
Craft and Structure	
With prompting and support, ask and answer questions about unknown words in a text.	<p>LLD 2 Communication</p> <p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
Identify the front cover, back cover, and title page of a book.	<p>LLD 5 Concepts of Print</p> <p>LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where to start reading on each page.</p>
Name the author and illustrator of a text and define the role of	<p>LLD 5 Concepts of Print</p> <p>LLD 5.6 Recognizes common types of text, e.g., poem, storybook, fact</p>

each in presenting the ideas or information in a text	<p>book. Names author and illustrator.</p> <p>LLD 6 Reading Comprehension LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Integration of Knowledge and Ideas	
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>LLD 6 Reading Comprehension LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary. LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
With prompting and support, identify the reasons an author gives to support points in a text.	<p>LLD 6 Reading Comprehension LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.</p>
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>LLD 6 Reading Comprehension LLD 6.6a With support, compares similarities between two texts.</p>
Range of Reading and Level of Text Complexity	
<p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations and context to make predictions about text.</p>	<p>SED 4 Social Relationships SED 4.4a Joins a group and participates in group play. SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p> <p>LLD 6 Reading Comprehension LLD 6.4a Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from their own life.</p>

	MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
Reading Standards for Foundational Skills	
Print Concepts	
<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	LLD 4 Alphabetic Knowledge LLD 4.4a Recognizes some common words in print, such as his/ her name, mom, dad. LLD 4.5a Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print. LLD 5 Concepts of Print LLD 5.3 Identifies the front/ back and top/bottom of a book. Indicates where to start reading on each page. LLD 5.4 Identifies letters, words, spaces and some punctuation. Follows the direction of text. LLD 5.5 Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.
Phonological Awareness	
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final</p>	LLD 3 Phonological Awareness LLD 3.3 Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song. LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word. LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word. LLD 3.6 Counts syllables in spoken words. Isolates and pronounces

<p>sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>f. Blend two to three phonemes into recognizable words.</p>	<p>the sound of each syllable. Explains which sound of a given word is the rime and which sound is the onset.</p>
Phonics and Word Recognition	
<p>Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>LLD 2 Communication LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.</p> <p>LLD 3 Phonological Awareness LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 4 Alphabetic Knowledge LLD 4.6a Reads high-frequency sight words.</p>
Fluency	
<p>Read emergent-reader texts with purpose and understanding.</p>	<p>LLD 4 Alphabetic Knowledge LLD 4.6a Reads high-frequency sight words.</p>
Writing Standards	
Text Types and Purposes	

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	LLD 7 Writing LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.
Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	LLD 7 Writing LLD 7.4 Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents. LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	LLD 7 Writing LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea. SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time. SS 4.5 Uses language of time to describe familiar sequences of events.
Production and Distribution of Writing	
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	LLD 1 Listening LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1.5a Listens and understands inferred requests.

	LLD 7 Writing LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	SCI 4 Technology SCI 4.4 Explores simple machines and interacts with simple electronic and screen toys. SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
Research to Build and Present Knowledge	
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	LLD 6 Reading Comprehension LLD 6.5a Relates to the characters or events of the story and shares a similar experience or object from own life. MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	LLD 6 Reading Comprehension LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.
Speaking and Listening Standards	
Comprehension and Collaboration	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in	SED 4 Social Relationships SED 4.5a Initiates play, conversations and interactions with one or more persons.

<p>small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p> <p>SED 4.6b Suggests solutions to group problems.</p> <p>LLD 2 Communication</p> <p>LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech.</p>
<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. Understand and follow one- and two-step oral directions.</p>	<p>LLD 1 Listening</p> <p>LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p> <p>LLD 1.5a Listens and understands inferred requests.</p> <p>LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.</p> <p>LLD 6 Reading Comprehension</p> <p>LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p>
<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LLD 1 Listening</p> <p>LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>SS 3 Geography</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p>

	SS 4 History & Sense of Time SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.
Add drawings or other visual displays to descriptions as desired to provide additional detail.	SS 3 Geography SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.
Speak audibly and express thoughts, feelings, and ideas clearly.	LLD 2 Communication LLD 2.5b Speaks in simple complete sentences using sign language, braille, a second language or technology. Uses question words in speech. LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.
Language Standards	
Conventions of Standard English	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	LLD 2 Communication LLD 2.6b Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. LLD 4 Alphabetic Knowledge LLD 4.5 Names upper- and lowercase letters when presented in random order. When shown a two- or three-letter word, can find it in print. LLD 7 Writing LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea. LLD 7.6 Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express

	an idea.
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.4 Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.</p> <p>LLD 7 Writing</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>LLD 7.6 Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.</p>
Vocabulary Acquisition and Use	
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>LLD 2 Communication</p> <p>LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>LLD 2.6c Uses new or technical words learned in conversations or through reading. Compares words and their meanings.</p> <p>LLD 3 Phonological Awareness</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.</p>
With guidance and support from adults, explore word relationships and nuances in word meanings.	<p>LLD 3 Phonological Awareness</p> <p>LLD 3.5 Identifies the beginning and ending sounds of words.</p>

<p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>Suggests a series of rhyming words when given a word.</p> <p>LLD 3.6 Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.</p>
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>LLD 6 Reading Comprehension</p> <p>LLD 6.4b Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.</p> <p>LLD 6.5b Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary</p> <p>LLD 6.6b With prompting, answers questions about characters and setting. Retells major events of a story in sequence.</p>
Math-Kindergarten	
Counting and Cardinality	
Know number names and the count sequence.	
Count to 100 by ones and by tens.	<p>MR 1 Number Sense</p> <p>MR 1.6b Counts to 100 by ones and tens. Counts forward from a given number.</p>
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<p>MR 1 Number Sense</p> <p>MR 1.6b Counts to 100 by ones and tens. Counts forward from a given number.</p>
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no	<p>LLD 7 Writing</p> <p>LLD 7.4 Attempts to print or copy familiar symbols and letters,</p>

objects).	<p>especially those that are in own name. Draws and explains who or what it represents.</p> <p>LLD 7.5 Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> <p>MR 1 Number Sense</p> <p>MR 1.6a Identifies and writes numerals to 20.</p>
Count to tell the number of objects.	
<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>	<p>MR 1 Number Sense</p> <p>MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 1.5c Solves addition and subtraction problems within ten.</p> <p>MR 1.6c Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.</p>
Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	<p>MR 1 Number Sense</p> <p>MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p>
Compare numbers.	
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	<p>MR 6 Classification</p> <p>MR 6.5 Sorts objects by more than one feature and explains why.</p> <p>MR 6.6 Identifies, sorts and classifies objects by at least two features.</p>

Compare two numbers between 1 and 10 presented as written numerals.	MR 4 Measurement MR 4.4b Orders multiple objects by one feature using process of elimination. Describes order using words like first, then and last.
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	MR 1 Number Sense MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5c Solves addition and subtraction problems within ten.
Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	MR 1 Number Sense MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. MR 1.5c Solves addition and subtraction problems within ten. MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task. MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.
Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	MR 1 Number Sense MR 1.6c Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.
For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or	MR 1 Number Sense MR 1.5a Identifies numerals to 10.

drawings, and record the answer with a drawing or equation.	MR 1.5c Solves addition and subtraction problems within ten.
Fluently add and subtract within 5.	MR 1 Number Sense MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	MR 1 Number Sense MR 1.6c Decomposes numbers less than or equal to 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.
Measurement and Data	
Describe and compare measurable attributes.	
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	MR 4 Measurement MR 4.5b Arranges and orders multiple objects by size, length, hue or weight. MR 6 Classification MR 6.4 After sorting objects by one feature, sorts again by a different feature MR 6.5 Sorts objects by more than one feature and explains why.
Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as	MR 4 Measurement MR 4.5b Arranges and orders multiple objects by size, length, hue or weight.

taller/shorter.	
Classify objects and count the number of objects in each category.	
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<p>MR 1 Number Sense MR 1.4c Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.</p> <p>MR 6 Classification MR 6.5 Sorts objects by more than one feature and explains why.</p>
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<p>MR 2 Spatial Awareness MR 2.5b When prompted, places objects next to, between, in front of or behind objects not related to self. MR 2.6b Explains the location of an object in relation to another object.</p> <p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and three-dimensional shapes.</p>
Correctly name shapes regardless of their orientations or overall size	<p>MR 3 Shapes MR 3.4 Identifies four to six basic geometric shapes.</p>
Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)	<p>MR 3 Shapes MR 3.5 Describes basic and complex two- and three dimensional shapes using own words. MR 3.6 Describes objects in the environment as two- and</p>

	three-dimensional shapes.
Analyze, compare, create, and compose shapes.	
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	MR 2 Spatial Awareness MR 2.5a Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide. MR 2.5b Explains the location of an object in relation to another object. MR 2.6a Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes. MR 2.6b Makes simple maps or models to represent the location of objects.
Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	SS 3 Geography SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location. SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.
Physical Education-Kindergarten	
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	
Movement Concepts	
Travel within a large group, without bumping into others or	CA 2 Dance & Movement

falling, while using locomotor skills.	CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Travel forward and sideways while changing direction quickly in response to a signal.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Demonstrate contrasts between slow and fast speeds while using locomotor skills.	CA 2 Dance & Movement CA 2.4a Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 2.5a Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.	CA 3 Visual Arts CA 3.6a Creates arts to represent an idea or object. Explains how it was made.
Body Management	
Create shapes by using nonlocomotor movements.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Balance on one, two, three, four, and five body parts.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates

	multiple movements in simple sequences.
Balance while walking forward and sideways on a narrow, elevated surface.	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.	MR 2 Spatial Awareness MR 2.4b When prompted, places objects next to, between, in front of or behind objects not related to self.
Locomotor Movement	
Perform a continuous log roll.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Travel in straight, curved, and zigzag pathways.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.	PD 1 Gross Motor PD 1.6 Changes direction and speed of movement. CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern.

	CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Manipulative Skills	
Strike a stationary ball or balloon with the hands, arms, and feet.	PD 1 Gross Motor PD 1.3 Runs and balances on a wide beam. Throws objects in an intended direction. Catches objects against body. PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.
Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Kick a stationary object, using a simple kicking pattern.	CA 2 Dance & Movement CA 2.5a Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.
Bounce a ball continuously, using two hands.	PD 1 Gross Motor PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects. PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.
Rhythmic Skills	
Perform locomotor and nonlocomotor movements to a steady beat.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.

Clap in time to a simple, rhythmic beat.	CA 1 Music CA 1.4b Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	
Movement Concepts	
Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.	MR 2 Spatial Awareness MR 2.4b When prompted, places objects next to, between, in front of or behind objects not related to self.
Identify and independently use personal space, general space, and boundaries and discuss why they are important.	CA 2 Dance & Movement CA 2.3b Follows the movements of others. Explores personal space and direction. CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.
Body Management	
Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.	PD 4 Personal Care PD 4.3 With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs. PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs.
Explain base of support.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.
Locomotor Movement	

Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.	<p>CA 1 Music CA 1.5a Uses voice or instruments to express feelings or to mimic sound effects CA 1.6a Communicates ideas by creating rhythm and/ or melody.</p> <p>CA 2 Dance & Movement CA 2.6a Expresses ideas, feelings and stories through creative movement.</p>
Manipulative Skills	
Explain the role of the eyes when striking objects with the hands, arms, and feet	<p>LLD 1 Listening LLD 1.4a Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand. LLD 1.5a Listens and understands inferred requests. LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.</p>
Identify the point of contact for kicking a ball in a straight line.	<p>MR 2 Spatial Awareness MR 2.5b Explains the location of an object in relation to another object.</p>
Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.	<p>LLD 2 Communication LLD 2.5a Tells stories and engages in conversations through multiple exchanges.</p> <p>MR 2 Spatial Awareness MR 2.5b Explains the location of an object in relation to another object.</p>
Students assess and maintain a level of physical fitness to improve health and performance.	
Fitness Concepts	

Participate in physical activities that are enjoyable and challenging.	CA 2 Dance & Movement CA 2.4a Demonstrates different levels of energy in dance, e.g., gentle versus explosive or small versus large movements. CA 2.5a Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2.6a Expresses ideas, feelings and stories through creative movement.
Aerobic Capacity	
Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Hang from overhead bars for increasing periods of time.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Climb a ladder, jungle gym, or apparatus.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat. CA 2.5b Follows a leader to perform a simple movement pattern. CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.
Flexibility	
Stretch shoulders, legs, arms, and back without bouncing.	CA 2 Dance & Movement CA 2.4b Describes and demonstrates multiple ways to move body

	<p>parts. Moves to the beat.</p> <p>CA 2.5b Follows a leader to perform a simple movement pattern.</p> <p>CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.</p>
Body Composition	
Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.	<p>CA 2 Dance & Movement</p> <p>CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2.5b Follows a leader to perform a simple movement pattern.</p> <p>CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.</p>
Assessment	
Identify indicators of increased capacity to participate in vigorous physical activity.	<p>CA 2 Dance & Movement</p> <p>CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2.5b Follows a leader to perform a simple movement pattern.</p> <p>CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.</p>
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.	
Fitness Concepts	
Identify physical activities that are enjoyable and challenging.	<p>CA 2 Dance & Movement</p> <p>CA 2.4b Describes and demonstrates multiple ways to move body parts. Moves to the beat.</p> <p>CA 2.5b Follows a leader to perform a simple movement pattern.</p> <p>CA 2.6b Recalls a simple movement pattern and performs it individually or in a group.</p>

Describe the role of water as an essential nutrient for the body.	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.
Explain that nutritious food provides energy for physical activity.	PD 5 Nutrition PD 5.4 Identifies food and serves a portion into bowl or plate. Feeds self. PD 5.5 Identifies food groups and sorts food. Chooses between two appropriate foods. PD 5.6 Identifies food that is nutritious. Helps to prepare food for others.
Aerobic Capacity	
Identify the location of the heart and explain that it is a muscle.	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs LLD 2 Communication LLD 2.5c Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.
Explain that physical activity increases the heart rate.	PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs

	<p>LLD 1 Listening LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.</p> <p>SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs</p> <p>LLD 1 Listening LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.</p> <p>SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
Muscular Strength/Endurance	
Explain that strong muscles help the body to climb, hang, push, and pull.	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs</p> <p>LLD 1 Listening LLD 1.6a Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about</p>

	<p>information shared verbally.</p> <p>SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
Describe the role of muscles in moving the bones.	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs</p> <p>SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
Flexibility	
Identify the body part involved when stretching.	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs PD 4.5 Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures. PD 4.6 Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.</p>
Body Composition	
Explain that the body is composed of bones, organs, fat, and other tissues.	<p>PD 4 Personal Care PD 4.4 Describes the function of basic body parts. Can locate body pain. Regulates toileting and hand washing needs. Follows a routine of rest and active play. Meets most personal needs PD 4.5 Explains how germs spread and describes simple strategies for</p>

	<p>preventing the spread. Distinguishes between basic needs and wants for living creatures.</p> <p>PD 4.6 Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.</p>
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	
Self-Responsibility	
Identify the feelings that result from participation in physical activity.	<p>SED 2 Self-Regulation SED 2.5a Identifies and describes personal feelings. SED 2.6a Identifies past, current and future feelings and explains when they might experience different feelings.</p> <p>SED 4 Social Relationships SED 4.4c Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self SED 4.5c Shows interest in learning about and interacting with peers who look, learn, believe or move differently SED 4.6c Identifies complex feelings of others and responds accordingly.</p>
Participate willingly in physical activities.	<p>SED 4 Social Relationships SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others. SED 4.6b Suggests solutions to group problems.</p>
Social Interaction	
Demonstrate the characteristics of sharing in a physical activity.	SED 4 Social Relationships

	SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.
Describe how positive social interaction can make physical activity with others more fun.	<p>SED 2 Self-Regulation SED 2.5a Identifies and describes personal feelings. SED 2.6a Identifies past, current and future feelings and explains when they might experience different feelings.</p> <p>SED 4 Social Relationships SED 4.4b Plays cooperatively with others and begins to share. Asks adult to help solve social problems. SED 4.5b Identifies roles of self and others during tasks or pretend play. Offers to help others.</p>
Group Dynamics	
Participate as a leader and a follower during physical activities.	<p>CA 2 Dance & Movement CA 2.5a Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Science-Kindergarten	
Molecules to Organisms: Structures and Processes	
Use observations to describe patterns of what plants and animals (including humans) need to survive	
Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	<p>SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.</p>
Earth's Systems	
Use and share observations of local weather conditions to describe patterns over time.	

Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	SCI 2 Natural & Earth Science SCI 2.5a Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.
Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	
Construct an argument with evidence to support a claim.	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6 Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Earth and Human Activity	
Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
Use a model to represent relationships in the natural world.	CA 3 Visual Arts CA 3.5a Plans, designs and seeks materials to make a creation. CA 3.5b Uses artistic tools and media to create intentional designs or images. CA 3.6a Creates arts to represent an idea or object. Explains how it was made. CA 3.6b Demonstrates a variety of techniques using a given tool or medium. CA 4 Drama CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.

Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather	
Ask questions based on observations to find more information about the designed world.	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	
Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	MR 7 Logic & Reasoning MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task. SCI 1 Investigation & Inquiry SCI 1.4a Observes and describes changes that occur to familiar objects and people. When given a question, guesses a possible answer or outcome. Uses past knowledge to explain observed changes. SCI 1.5a Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6a Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Motion and Stability: Forces and Interactions	
Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object	

With guidance, plan and conduct an investigation in collaboration with peers.	MR 7 Logic & Reasoning MR 7.4 Plans steps to accomplish task and explores many possible solutions to a problem. MR 7.5 Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task. MR 7.6 Mentally eliminates possible solutions to a problem by thinking through their potential results.
Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	
Analyze data from tests of an object or tool to determine if it works as intended.	SCI 1 Investigation & Inquiry SCI 1.5a Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6a Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Energy	
Make observations to determine the effect of sunlight on Earth's surface	
Make observations (firsthand or from media) to collect data that can be used to make comparisons.	SCI 1 Investigation & Inquiry SCI 1.5a Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations. SCI 1.6a Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.
Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	

Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
Engineering Design	
Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	
Ask questions based on observations to find more information about the natural and/or designed world(s).	SCI 1 Investigation & Inquiry SCI 1.5 Asks questions, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.
Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	
Develop a simple model based on evidence to represent a proposed object or tool.	CA 3 Visual Arts CA 3.5a Plans, designs and seeks materials to make a creation. CA 3.5b Uses artistic tools and media to create intentional designs or images. CA 3.6a Creates arts to represent an idea or object. Explains how it was made. CA 3.6b Demonstrates a variety of techniques using a given tool or medium. CA 4 Drama CA 4.5b Uses a combination of real and imaginary props or characters to play out a scene.

Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
Analyze data from tests of an object or tool to determine if it works as intended.	SCI 4 Technology SCI 4.5 Experiments with simple technology to solve problems or accomplish tasks. SCI 4.6 Uses familiar tools and technology to produce a desired result or solve a specific problem.
History/Social Science-Kindergarten	
Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	SS 1 Culture & Community SS 1.5a Identifies roles of self and others and describes the job each may do. SS 2 Civics & Economics SS 2.4a Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2.5a Applies familiar rules and suggests new rules in a variety of situations.
Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	SS 3 Geography SS 3.4a Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks. SS 3.5a 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.
Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	SS 1 Culture & Community SS 1.5a Identifies roles of self and others and describes the job each may do.

<p>Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <ol style="list-style-type: none"> 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. 	<p>SS 3 Geography</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.</p> <p>SS 3.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.</p> <p>SS 3.6 Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.</p>
<p>Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p>	<p>SS 4 History & Sense of Time</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events</p> <p>SS 4.6 Retells historical, fictional or past events or stories</p>
<p>Students understand that history relates to events, people, and places of other times.</p> <ol style="list-style-type: none"> 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and 	<p>SS 4 History & Sense of Time</p> <p>SS 4.4 Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.</p> <p>SS 4.5 Uses language of time to describe familiar sequences of events</p> <p>SS 4.6 Retells historical, fictional or past events or stories.</p>

Benjamin Franklin.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws)

Developmental Continuum of Skills

Individual children develop at a unique pace.

Infant

Toddler

Preschool

Pre-Primary

Primary

Skill / Skill Code

Skill Definition

Benchmark 1

Benchmark 2

Benchmark 3

Benchmark 4


Benchmark 5


Benchmark 6


Benchmark 7


Benchmark 8


 Social & Emotional Development	SED 1 Self-Awareness	SED 1a Knows self and increases confidence	Responds to name, explores hands and looks in mirror.	Recognizes self in photos or in a mirror.	Expresses ideas about self in relation to others. Expresses interests in trying tasks with help.	Expresses interest in doing familiar tasks by self and expresses confidence in own abilities.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task to get quicker or improved results.	Predicts how self and others might be able to perform in a task and describes what is needed to improve.	Describes personal talents and exhibits pride of personal accomplishments.
		SED 1b Expresses curiosity, preference and initiative	Vocalizes or moves to express wants and needs.	Seeks out or responds to favorite or preferred toys, objects or people	Expresses likes and dislikes.	When given two to three options, chooses his/her most desired option.	Takes initiative to pursue interests. Describes and compares preferences of self and others.	Negotiates to attain personal preference in a situation.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Negotiates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 2 Self-Regulation	SED 2a Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Experiments and role-plays with a range of emotions.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Identifies past, current and future feelings and explains when they might experience different feelings.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
		SED 2b Manages feelings and behavior	Calms with support from caregiver.	Soothes self by seeking a familiar adult or thing.	Mimics breathing and calming strategies. Practices waiting for a turn.	Controls impulses with reminders.	Uses strategies to manage behavior. Anticipates a change in routine and begins to prepare self by finding a desired thing or person.	Describes appropriate responses to different emotions.	Describes strategies to calm oneself in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
		SED 2c Follows routines and transitions	Reacts to changes in tone of voice or expression.	Cooperates during familiar routines and familiar activities.	Recognizes a familiar activity or routine. Redirects to a new activity with help.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines on own. With support, negotiates ways to handle nonroutine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm oneself in new or stressful situations.	Applies strategies with increasing consistency to adjust and calm one-self in new or stressful situations.
	SED 3 Attention & Persistence	SED 3a Attends and engages	Focuses for a short time on a person, sound or thing.	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. Expresses delight over a successful project.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least 10 minutes even if there are distractions.	Sustains focus for at least 30 minutes even if there are distractions.	Sustains focus for 45 minutes even if there are distractions.
		SED 3b Shows flexibility and inventiveness	Shifts attention from one person or thing to another.	Repeats actions to gain a result.	Asserts a desire to start or end an activity. Asks for help as needed.	Initiates an activity and seeks help to complete it.	Demonstrates flexibility and imagination while working on a task.	Imagines new ways to approach a task or discover information when obstacles are present.	Plans steps to pursue an idea and implements it with help.	Plans steps to pursue an idea and implements it independently.
	SED 4 Social Relationships	SED 4a Develops relationships with adults and peers	Responds to primary caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Identifies and 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.	Describes personal friendships and meaningful relationships.	Describes how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
		SED 4b Participates cooperatively in groups	Enjoys turn-taking games such as peekaboo.	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.	Identifies roles of self and others during tasks or pretend play. Offers to help others.	Suggests solutions to group problems.	Fulfills personal roles and responsibilities when working in a group. Show empathy to others.	Works collaboratively in a group and encourages others to include or help another person.
		SED 4c Identifies and respects differences in others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores people and their features side by side in a book or a mirror.	Identifies emotions of others. Demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion. Participates in group play with those different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Identifies complex feelings of others and responds accordingly.	Seeks to understand and support others' feelings, beliefs and needs.	Includes and stands up for others who look differently and have differing abilities or traditions.


Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary	
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	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.	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	PD 2 Builds strength and coordination of small movements	Reaches for objects in sight. Uses hands or feet 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	PD 3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and help others follow rules. Identifies dangerous situations and seeks 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 and how to behave accordingly. Describes how to get help.	Takes appropriate initiative in dangerous and emergency situations.	
	PD 4 Personal Care	PD 4 Implements self-help routines for hygiene and dressing	Receives appropriate healthcare from caregivers. Cries or moves body when physical needs are not met.	Recognizes the difference between dirty and clean. Begins to participate in self-care activities. Points to body parts when prompted.	With help, participates in healthcare routines. Identifies body parts. Describes basic personal needs.	Describes the function of basic body parts. Can locate body pain. Regulates toileting and handwashing needs. Follows a routine of rest and active play. Meets most personal needs.	Explains how germs spread and describes simple strategies for preventing the spread. Distinguishes between basic needs and wants for living creatures.	Regulates personal needs for nutrition, activity and rest. When feeling sick, describes symptoms. Describes some contagious diseases.	Explains examples of positive choices in nutrition, exercise and rest to maintain wellness. Maintains personal hygiene with few reminders.	Explains how to manage health and role of nutrition, exercise and rest in self and others.	
	PD 5 Nutrition	PD 5 Follows healthy nutrition routines	Cries when hungry or tired.	Communicates the need to eat, rest and drink. Feeds self some finger foods.	Anticipates the need to eat, rest and drink. Feeds self 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 foods.	Identifies food that is nutritious. Helps to prepare food for others.	Describes what happens after consumption of food.	Describes the functions of basic organs.	

Individual children develop at a unique pace.		Infant		Toddler		Preschool		Pre-Primary		Primary		
Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8		
 Language & Literacy Development	LLD 1 Listening	LLD 1a Understands and interprets language (both words and gestures)	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	Shows understanding of a variety of single familiar words. Points at named objects or body parts.	Shows understanding of a wide variety of phrases and sentences. Responds to simple statements and questions.	Listens then responds appropriately. Shows understanding of some complex vocabulary. Asks for clarification when doesn't understand.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why. Asks and answers general questions about information shared verbally.	Asks or answers specific questions about key details from information or stories shared verbally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared verbally.		
		LLD 1b Follows 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 shared verbally.		
	LLD 2 Communication	LLD 2a Uses language to express ideas	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas. Asks and responds to questions.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains personal 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.		
		LLD 2b Uses conversational skills	Mimics single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases by using either signs, braille or verbalized words.	Speaks in sentences (with words, sign language) but does not always follow grammatical rules.	Speaks in simple complete sentences using sign language, braille, a second language or technology. 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.		
		LLD 2c Uses and expands 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 is 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.		
	LLD 3 Phonological Awareness	LLD 3 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones. Repeats the last word in familiar rhymes when prompted.	Shows awareness of separate words in spoken language. Suggests a missing rhyming word within a poem or song.	Identifies words that have a similar beginning sound. Identifies when two words rhyme. Shows awareness of separate syllables in a word.	Identifies the beginning and ending sounds of words. Suggests a series of rhyming words when given a word.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. Explains which sound of given word is the rime and which sound is the onset.	Identifies and isolates individual sounds heard in one-syllable words. Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates, substitutes and deletes sounds in words. Manipulates syllables in words, including prefixes and suffixes.		
	LLD 4 Alphabetic Knowledge	LLD 4a 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 his/ her name, mom, dad.	Names upper- and lowercase letters when presented in random order. When shown a two- or 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.		
		LLD 4b Makes letter-sound connections and decodes words	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 12 to 15 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.		
	LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Looks at or points to pictures. Opens and closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/ back and top/ bottom of a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text, e.g., poem, storybook, fact book. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.		
	LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for 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 comes 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, text-to-self and text-to-real-world connections. Compares similarities and differences between texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.		
		LLD 6b Retells, asks and answers questions about a text or story	Holds book and looks intently at each page.	Answers “where” questions by pointing.	Answers “what” questions about stories and books. Recalls the name of the main character.	Asks and answers questions about text or new vocabulary and retells a story by pointing at pictures or role-playing with props.	Retells portions of a story. Asks and answers simple questions about characters, setting, events and complex vocabulary.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories with key details. Discusses setting, characters and events.	Summarizes texts and their messages. Describes the points of view of various characters.		
	LLD 7 Writing	LLD 7 Uses writing to represent meaning	Explores writing materials.	Makes random marks with writing tools. Make handprints or fingerprints.	Writes letter-like forms and creates his/ her own symbols. Scribbles or draws marks as a representation of an object or person.	Attempts to print or copy familiar symbols and letters, especially those that are in own name. Draws and explains who or what it represents.	Prints first name. Copies print. Uses inventive spelling. Uses a combination of drawing, dictating and writing to express and record an event or idea.	Prints first and last name. Prints upper- and lowercase letters appropriately. Uses inventive spelling to write words related to express an idea.	Writes simple sentences. Begins to use traditional spelling. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling. Writes ideas or groups information in logical order. Uses descriptive words in writing.		

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Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Mathematics & Reasoning	MR 1 Number Sense	MR 1a 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 10.	Identifies and writes numerals to 20.	Identifies numerals to 100 and understands place value to the hundreds place.	Compares and orders numerals to 1000. Identifies if a number is even or odd.	
		MR 1b Determines quantity	Hears rote counting.	Repeats number words when heard.	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to 20 objects.	Counts to 100 by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number.	Counts by fives, tens and hundreds to 1000. Adds and subtracts within 20.	
		MR 1c 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 to and removes from 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 10 in more than one way, e.g., $7 = 3 + 4$ just as $7 = 2 + 5$.	Uses manipulatives to group and count units. 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.	
	MR 2 Spatial Awareness	MR 2a Understands how objects move in space	Tries to put one object inside another.	Purposely turns or spins objects. Fills container then dumps out the contents.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Matches two objects even if turned different ways. Uses a guide to assemble 12 puzzle pieces.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Identifies 2D and 3D shapes regardless of orientation. Creates complex shapes by putting together or taking apart other shapes.	Matches 2D to 3D shapes. Recognizes symmetry. Builds complex shapes from simpler shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.	
		MR 2b 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.	Finds or places objects next to, between, in front of or behind self.	When prompted, 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.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects.	Uses representations, coordinate systems and maps to identify locations of objects or places.	
	MR 3 Shapes	MR 3 Identifies shapes and their characteristics	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. Splits shapes into four equal parts.	Identifies and draws complex shapes. Separates a shape into halves, thirds and fourths.	
	MR 4 Measurement	MR 4a 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 nonstandard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes the best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.	
		MR 4b Compares and seriates	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 words like first, then and last.	Arranges and orders multiple objects by size, length, hue or weight.	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.	
	MR 5 Patterns	MR 5 Identifies, reproduces and creates patterns	Plays predictable activities with caregivers such as pat-a-cake and peekaboo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.	
	MR 6 Classification	MR 6 Matches and sorts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sorts objects by one feature, such as size or color. Groups objects by common characteristics.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.	
	MR 7 Logic & Reasoning	MR 7 Recalls info, builds memory, reasoning and problem-solving	Reacts to unexpected noises, lights or sights and determines if safe or scary.	Experiments with cause and effect.	Asks why. Begins to understand how things are connected. Recognizes a problem and asks for help.	Plans steps to accomplish task and explores many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem or planning how to accomplish a task.	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.	

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Skill / Skill Code		Skill Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
 Science	SCI 1 Investigation & Inquiry	SCI 1 Observes, inquires and investigates	Looks for a person or toy that has moved out of sight. Uses senses to explore an environment.	Demonstrates curiosity about objects by touching and manipulating them. Asks one- to two-word questions.	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, seeks information and shows curiosity about scientific phenomenon. Predicts a few outcomes. Explores and records observations by drawing. Describes and compares observations.	Predicts multiple outcomes to a question or situation and explains personal reasoning. Gathers information or experiments to prove/ disprove a hypothesis.	Inquires about a phenomenon, makes a prediction based on prior knowledge and gathered information. Records findings in charts or diagrams. Explains his/her problem-solving strategy.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times, records observations and evaluates information to explain a phenomenon.	
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	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. Groups living things by common characteristics.	Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.	Recognizes that all living things have similar basic needs. Sorts organisms as living or nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by similar features.	Describes how an organism's features and surroundings help it survive.	Describes threats that living things must overcome to survive. Explains the relationships between a variety of species.	
		SCI 2b Demonstrates knowledge of Earth's environment	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.	Identifies the climate and weather in the immediate environment.	Identifies current season and explains how weather affects personal life.	Explains that different places have disparate kinds of weather and climates.	Explains weather patterns and the basic properties and role of the sun, moon and earth.	Describes how the sun and movements of the earth affect climate.	
	SCI 3 Physical Science	SCI 3 Explores forces, motion and physical properties of materials	Uses senses to explore objects in an 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. Begins to name colors.	Explains how common vehicles, animals and people move. Sorts objects by type of movement. Describes basic physical properties of objects including textures and colors.	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.	
	SCI 4 Technology	SCI 4 Uses tools and technology to performs tasks	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.	

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 Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to primary caregivers. Recognizes self as being separate from others.	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.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.	
		SS 1b 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.	
		SS 1c 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 respectfully with people who look, learn, believe or move differently than self.	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 different and have differing abilities or traditions.	
	SS 2 Civics & Economics	SS 2a Follows rules, limits and expectations	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness.	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, e.g., local, state, national. Makes democratic decisions.	
		SS 2b Understands concepts of money and economics	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Expresses choice or want and realizes s/he has interests and desires different from others. Recognizes ownership of familiar objects. Explores the concept of trade.	Asks before taking an object that does not belong to self. Offers an object to another person to get what they want. Explores concept of money.	Explores the use of trade of both goods and money to receive/buy objects or services.	Exchanges money, goods or services for other goods or services. Identifies value of differing coins.	Describes how and why we save, earn and spend money.	Explains how and why people work together in trade to get what they need and want. Explains why some items are more expensive or valuable.	
	SS 3 Geography	SS 3 Identifies types of places and interacts with maps	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 home, church, stores. Follows a path.	Identifies different types of water bodies, streets, buildings and landmarks in own community. Recognizes symbols and landmarks.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. Identifies what is represented on a map. Draws pictures of current location.	Compares the geographic features of own community to another community. Recreates a map of something s/he cannot immediately see.	Identifies and describes various types of landforms and natural resources. Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Explains how the physical features and characteristics of an environment affect how people live. Uses a variety of maps to gather information.	
	SS 4 History & Sense of Time	SS 4 Develops sense of time	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past. Recognizes sequence of events to establish a sense of order and time.	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-Primary		Primary									
Skill / Skill Code		Skill Definition		Benchmark 1		Benchmark 2		Benchmark 3		Benchmark 4		Benchmark 5		Benchmark 6		Benchmark 7		Benchmark 8	
 Creative Arts	CA 1 Music	CA 1a Expresses through music	Responds to sounds.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments.	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.									
		CA 1b Develops rhythm and tone	Makes sounds to communicate feelings.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Understands difference between singing and speaking voices.	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.									
	CA 2 Dance & Movement	CA 2a Expresses through dance	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, e.g., gentle versus explosive or small versus large 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.									
		CA 2b Develops 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.	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 two or three movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.									
	CA 3 Visual Arts	CA 3a Expresses through 2D and 3D visual art	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Explores a variety of artistic tools and media.	Makes choices throughout the artistic process.	Plans, designs and seeks 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.									
		CA 3b Develops visual art techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Uses materials to create shapes and symbols.	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.									
	CA 4 Drama	CA 4a Participates in dramatic and symbolic 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 preplanned drama.	Describes how a character may feel in a given situation then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.									
		CA 4b Uses and creates props to represent other objects or ideas	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 an 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.	Creates a setting, characters and events to tell a story.	Plans a story and creates costumes, settings or props to create a mood or environment.									