



Alignment of the
**Experience Developmental Continuum of
Skills**
with
**Massachusetts Guidelines for Preschool and
Kindergarten Learning Experiences**





The Experience Developmental Continuum of Skills

This document details the alignment of the Massachusetts Guidelines for Preschool and Kindergarten Learning Experiences. For questions or comments about this alignment, please contact info@experienceearlylearning.com

The Experience Developmental Continuum of Skills are embedded within all Experience Early Learning curricula and resources, such as Experience Preschool Curriculum, Experience Toddler and Experience Baby Curriculum.

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

Visit www.experiencecurriculum.com 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 Developmental Continuum of Skills please reference the Research Foundation Book, Edition 3.



<p>Social and Emotional Development and Approaches to Play and Learning</p>	
<p>SELF-AWARENESS</p>	
<p>Understanding and Expression of Emotions</p>	
<p>SEL1: The child will be able to recognize, identify, and express his/her emotions.</p>	<p>SED 1d Self-Awareness: Identifies emotions SED 1d.3 Recognizes and names a few personal feelings. SED 1d.4 Identifies and describes personal feelings. SED 1d.5 Recognizes that feelings can change.</p>
<p>Self-Perception/Self-Concept</p>	
<p>SEL2: The child will demonstrate accurate self-perception.</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1b Self-Awareness: Expresses needs and preferences SED 1b.3 Expresses likes and dislikes. SED 1b.4 When given two to three options, chooses their most desired option. SED 1b.5 Describes and compares preferences of self and others.</p>
<p>Self-Efficacy (Confidence/Competence)</p>	
<p>SEL3: The child will demonstrate self-efficacy (confidence/competence).</p>	<p>SED 1a Self-Awareness: Knows self and expresses confidence SED 1a.3 Name self and names basic body parts. SED 1a.4 Identifies characteristics of self. SED 1a.5 Describes thoughts and characteristics of self and expresses confidence in own abilities.</p> <p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks</p>

	and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Self-Management	
SEL4: The child will demonstrate impulse control and stress management.	SED 2a Self-Regulation: Manages feelings and behavior SED 2a.3 Begins to use strategies to regulate emotions or behavior with support from familiar adult. SED 2a.4 Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion. SED 2a.5 Independently chooses and uses a variety of strategies to regulate emotions or behavior.
SOCIAL AWARENESS	
Empathy	
SEL5: The child will display empathetic characteristics.	SED 3d Social relationships: Identifies and respects emotions of others SED 3d.3 Recognizes the emotions of others and demonstrates concern for others. SED 3d.4 Explains how and why someone may be feeling a certain emotion. SED 3d.5 Identifies complex feelings of others and responds accordingly.
Recognition of Diversity and Demonstration of Respect for Others	
SEL6: The child will recognize diversity and demonstrate respect for others.	SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.
RELATIONSHIP SKILLS	
Interpersonal Communication	
SEL7: The child will demonstrate the ability to communicate with	SED 3b Social relationships: Develops relationships with peers

<p>others in a variety of ways.</p>	<p>SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>
<p>Social Relationships</p>	
<p>SEL8: The child will engage socially, and build relationships with other children and with adults.</p>	<p>SED 3a Social relationships: Develops relationships with adults. SED 3a.3 Engages in interactions with new adults, but returns to the primary caregivers for comfort and support. SED 3a.4 Engages in positive back-and-forth interactions with new or familiar adults. SED 3a.5 Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.</p> <p>SED 3b Social relationships: Develops relationships with peers SED 3b.3 Shows interest in interacting with peers and may demonstrate preference for specific peers. SED 3b.4 Engages in interactions with peers and has preferred friends that they play with consistently. SED 3b.5 Demonstrates connection with others and identifies similar interacts as friends.</p>
<p>Conflict Management</p>	
<p>SEL9: The child will demonstrate the ability to manage conflict.</p>	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try</p>

	first when solving a problem.
Seeking and Offering Help	
SEL10: The child will demonstrate the ability to seek help and offer help.	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
RESPONSIBLE DECISION MAKING	
Personal, Social, and Ethical Responsibility	
SEL11: The child will demonstrate beginning personal, social, and ethical responsibility	<p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.</p>
Reflection and Evaluation	
SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his/her actions and decisions.	<p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.</p>
APPROACHES TO PLAY AND LEARNING	
Initiative, self-direction, and independence	
APL 1: The child will demonstrate initiative, self-direction, and independence.	<p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help.</p>

	SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.
Eagerness and Curiosity as a Learner	
APL 2: The child will demonstrate eagerness and curiosity as a learner.	<p>SED 1c Self-Awareness: Completes tasks independently SED 1c.3 Completes familiar tasks and activities independently. May still need adult support on occasion. SED 1c.4 Expresses interest in planning or trying new or complex tasks and activities with help. SED 1c.5 Takes risks and pushes self to accomplish new tasks independently.</p>
Focus and Persistence	
APL3: The child will be able to maintain focus and attention, and persist in efforts to complete a task.	<p>ATL 1a Attention & Persistence: Attends ATL 1a.3 Focuses on an engaging activity for a short period of time with adult reminders. ATL 1a.4 Focuses on an engaging activity for a short period of time independently. ATL 1a.5 Sustains focus for at least five minutes, even if there are distractions.</p> <p>ATL 1b Attention & Persistence: Persists ATL 1b.3 Asserts a desire to start or end a preferred activity. Asks for help as needed. ATL 1b.4 Practices or repeats an activity until successful. Expresses delight over a successful project. ATL 1b.5 Begins to persist on a challenging activity with teacher support.</p>
Creativity	
APL4: The child will demonstrate creativity in thinking and use of materials.	<p>ATL 2a Flexibility & Play: Shows flexibility ATL 2a.3 With adult support, demonstrates ability to shift ideas, plan or imagination while working on a simple task or activity. ATL 2a.4 With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios. ATL 2a.5 Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.</p>

Cooperative Play and Learning	
<p>APL5: The child will cooperate with others in play and learning.</p>	<p>ATL 2b Flexibility & Play: Engages in play ATL 2b.3 Watches others play and plays side by side with another person. ATL 2b.4 Joins a group and participates in group play. May have different purposes of play. ATL 2b.5 Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.</p> <p>SED 3c Social relationships: Participates cooperatively in groups SED 3c.3 Joins a group and participates in an activity when asked. SED 3c.4 With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. SED 3c.5 Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.</p>
Problem Solving	
<p>APL6: The child will seek multiple solutions to a question, task, or problem.</p>	<p>SED 4a Problem-Solving: Solves problems SED 4a.3 Recognizes a problem and asks for adult help to solve the problem. SED 4a.4 Suggests and explores possible solutions to a problem with support from an adult. SED 4a.5 Uses previous knowledge to determine which solution to try first when solving a problem.</p>
Organizational Skills	
<p>APL7: The child will demonstrate organizational skills.</p>	<p>SED 2b Self-Regulation: Follows routines and transitions SED 2b.3 Recognizes a familiar activity or routine and redirects to a new activity with support. SED 2b.4 Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change. SED 2b.5 Follows daily routines. With support, negotiates ways to handle new routines or transitions.</p>
Retain and Recall Information	

<p>APL8: The child will be able to retain and recall information.</p>	<p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” 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.</p>
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<p>English Language Arts</p>	
<p>READING: LITERATURE (RL)</p>	
<p>Key Ideas and Details</p>	
<p>RL.PK.1 (MA). With prompting and support, ask and answer questions about a story or poems read aloud. RL.PK.2. With prompting and support, retell a sequence of events from a story read aloud. RL.PK.3 With prompting and support, act out characters and events from a story or poem read aloud. RL.PK.4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See Language standards 4–6 on applying knowledge of vocabulary to reading.) RL.PK.5. Show awareness of the rhythmic structure of a poem or song by clapping or movement. RL.PK.6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.PK.7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations. RL.PK.8. (Not applicable.) RL.PK.9. With prompting and support, make connections between a story or poem and one’s own experiences.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers</p>

	<p>questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
Range of Reading and Level of Text Complexity	
<p>RL.PK.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
READING: INFORMATIONAL TEXT (RI)	
Key Ideas and Details	
<p>RL.PK.1. With prompting and support, ask and answer questions about an informational text read aloud. RI.PK.2. With prompting and support, recall important facts from an informational text after hearing it read aloud. RI.PK.3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant’s gait differs from a bunny’s hop).</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
Craft and Structure	

<p>RI.PK.4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p> <p>RI.PK.5. Standard begins in Kindergarten or when the individual child is ready.</p> <p>RI.PK.6. With prompting and support “read” illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
Integration of Knowledge and Ideas	
<p>RI.PK. 7. With prompting and support, describe important details from an illustration or photograph.</p> <p>RI.PK. 8: (Begins in kindergarten or when the individual child is ready.)</p> <p>RI.PK.9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
Range of Reading and Level of Text Complexity	
<p>RI.PK.10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.</p>	<p>LLD 6a Reading Comprehension: Responds to text LLD 6a.3 Talks about pictures and ideas in familiar stories. LLD 6a.4 Anticipates what comes next in familiar stories. Expresses likes or dislikes within the story. LLD 6a.5 Relates to the characters or events of the story and shares a similar experience or object from their own life.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story</p>

	<p>LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
READING: FOUNDATIONAL SKILLS (RF)	
Print Concepts	
<p>F.PK.1: With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet. a. Handle books respectfully and appropriately, holding them rightside-up and turning pages one at a time from front to back. b. (Begins in kindergarten or when the individual child is ready.) c. (Begins in kindergarten or when the individual child is ready.) d. Recognize and name some uppercase letters of the alphabet and the lowercase letters in one’s own name</p>	<p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p> <p>LLD 5 Concepts of Print: Uses print concepts and explores books and other text LLD 5.3 Distinguishes between pictures and words. Identifies the front and back cover. LLD 5.4 Distinguishes between letters and words. Indicates where to start reading on a page. LLD 5.5 Identifies some punctuation and recognizes spaces between words.</p>
Phonological Awareness	
<p>F.PK.2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/). b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence. c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound. d. (Begins in kindergarten or when the individual child is ready.) e. (Begins in kindergarten or when the individual child is ready.)</p>	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound</p>

	<p>LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p>
Phonics and Word Recognition	
<p>F.PK.3. Demonstrate beginning understanding of phonics and word analysis skills. a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B”). b. (Begins in kindergarten or when the individual child is ready.) c. Recognize their own name and familiar common signs and labels (e.g., STOP). d. (Begins in kindergarten or when the individual child is ready.)</p>	<p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound. LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters, makes letter-sound connections and decodes words LLD 4.3 Recognizes the first letter and letter sound in their name. LLD 4.4 Identifies five to ten upper- and lowercase letters and letter sounds. LLD 4.5 Identifies eleven to twenty upper- and lowercase letters and letter sounds.</p>
Fluency	
<p>F.PK.4. See K standard (Begins in kindergarten or when the individual child is ready.) Activities included here are meant to build a foundation for the K standard.</p>	<p>LLD 3a Phonological Awareness: Rhyme LLD 3a.3 Suggests a missing rhyming word within a poem or song. LLD 3a.4 Identifies when two words rhyme. LLD 3a.5 Produces rhyming words when given a word.</p> <p>LLD 3b Phonological Awareness: Hears large units of sound LLD 3b.3 Show s awareness of separate words in spoken language. LLD 3b.4 Blends large units of sound, such as compound words, syllables or onset-rime. LLD 3b.5 Segments large units of sound, such as compound words, syllables or onset-rime.</p> <p>LLD 3c Phonological Awareness: Hears small units of sound LLD 3c.3 Engages in word and sound play through songs and games. LLD 3c.4 Identifies and produces words that have the same beginning sound.</p>

	LLD 3c.5 Identifies the end sound of a word and blends two-phoneme words.
WRITING (W)	
Text Types and Purposes	
W.PK.1. Dictate words to express a preference or opinion about a topic (e.g., “I would like to go to the fire station to see the truck and meet the firemen”).	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
W.PK.2. Use a combination of dictating and drawing to supply information about a topic.	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right. LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
W.PK.3. Use a combination of dictating and drawing to tell a story.	<p>LLD 7a Writing: Emergent writing LLD 7a.3 Marks or scribbles. Begins to make letter-like forms. LLD 7a.4 Writes letter-like forms or mock letters and letter strings from left to right.</p>

	<p>LLD 7a.5 Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.</p> <p>LLD 7b Writing: Uses writing to represent meaning LLD 7b.3 Scribbles and draws marks as a representation of an object or person. LLD 7b.4 Uses a combination of drawing, dictating and writing to explain who or what something represents. LLD 7b.5 Uses a combination of drawing, dictating and writing to record an event or idea.</p>
Production and Distribution of Writing	
W.PK.4. (Begins in grade 1.)	N/A
W.PK.5. (Begins in kindergarten or when the individual child is ready.)	N/A
W.PK.6. Recognize that digital tools (e.g., computers, mobile phones, cameras) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
Research to Build and Present Knowledge	
W.PK.7. (Begins in kindergarten or when the individual child is ready.)	N/A
W.PK.8. (Begins in kindergarten or when the individual child is ready.)	N/A
W.PK.9. (Begins in grade 4.)	N/A
W.PK.10. (Begins in kindergarten or when the individual child is ready.)	N/A
SPEAKING & LISTENING (SL)	
Comprehension and Collaboration	

<p>SL.PK.1. Participate in collaborative conversations with diverse partners during daily routines and play. a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways). b. Continue a conversation through multiple exchanges.</p>	<p>LLD 1a Listening: Understands and interprets language LLD 1a.3 Shows understanding of a wide variety of phrases and sentences. LLD 1a.4 Listens then responds appropriately. LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 1b Listening: Follows directions LLD 1b.3 Follows related two-step directions given verbally. LLD 1b.4 Follows unrelated two-step directions given verbally. LLD 1b.5 With prompting, follows multi-step directions given verbally.</p> <p>LLD 2b Communication: Uses conversational skills LLD 2b.3 Responds on topic for one exchange. LLD 2b.4 Stays on topic for two to three exchanges. LLD 2b.5 Engages in conversations through multiple exchanges.</p>
<p>SL.PK.2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g. watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p>
<p>SL.PK.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.PK.4. Describe personal experiences; tell stories.</p>	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate</p>

	information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.
SL.PK.5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
SL.PK.6. Speak audibly and express thoughts, feelings, and ideas.	<p>LLD 2a Communication: Uses language to express information and ask/answer questions LLD 2a.3 Communicates needs, desires and ideas or asks simple questions. LLD 2a.4 Uses descriptions and observations to communicate information and answer questions, or asks more complex questions. LLD 2a.5 Talks about activities or tells stories. Answers “who,” “what,” “when,” “why” and “how” questions.</p>
LANGUAGE (L)	
Conventions of Standard English	
L.PK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0-10 (see prekindergarten mathematics standards for Counting and Cardinality).	<p>LLD 2c Communication: Uses sentence structure LLD 2c.3 Communicates using two- to four-word sentences. LLD 2c.4 Communicates in sentences. May not always follow grammatical rules. LLD 2c.5 Communicates in simple, complete sentences.</p>
L.PK.2. (Begins in kindergarten.)	N/A

Vocabulary Acquisition and Use	
L.PK.3. (Begins in grade 2.)	N/A
<p>L.PK.4. Ask and answer questions about the meanings of new words and phrases introduced through books, activities, and play.</p> <p>a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).</p>	<p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>L.PK.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Demonstrate understanding of concepts by sorting common objects into categories (e.g., sort objects by color, shape, or texture).</p> <p>b. (Begins in kindergarten.)</p> <p>c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p>	<p>LLD 1a Listening: Understands and interprets language</p> <p>LLD 1a.3 Shows understanding of a wide variety of phrases and sentences.</p> <p>LLD 1a.4 Listens then responds appropriately.</p> <p>LLD 1a.5 Listens and understands inferred requests.</p> <p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p> <p>M 6 Classification: Sorts and graphs</p> <p>M 6.3 Sorts objects by one feature.</p> <p>M 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>M 6.5 Sorts objects by more than one feature and explains why.</p>
L.PK.6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.	<p>LLD 2d Communication: Uses and expands vocabulary</p> <p>LLD 2d.3 Identifies familiar people, places and objects. Asks what a specific person or object is called.</p> <p>LLD 2d.4 Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p> <p>LLD 2d.5 Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>

Mathematics	
COUNTING AND COORDINALITY (CC)	
Know number names and the count sequence	
PK.CC.1. Listen to and say the names of numbers in meaningful contexts.	M 1a Number Sense: Verbally counts numbers M 1a.3 Verbally counts to five. M 1a.4 Verbally counts to ten. M 1a.5 Verbally counts to twenty.
PK.CC.2. Recognize and name written numerals 0–10.	M 1b Number Sense: Identifies and writes numerals M 1b.3 Identifies numerals up to five. M 1b.4 Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five. M 1b.5 Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.
Count to tell the number of objects	
PK.CC.3. Understand the relationships between numerals and quantities up to ten	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.
PK.CC.4 Count many kinds of concrete objects and actions up to ten, recognizing the “one more”, “one less” patterns, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	M 1c Number Sense: Counting one-to-one, and composing and decomposing numbers M 1c.3 Points to one object at a time while counting up to five. M 1c.4 Counts up to ten objects and indicates that the last number counted tells how many objects were counted. M 1c.5 Counts up to twenty objects and indicates that the last number counted tells how many objects were counted.
PK.CC.5 Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.	M 1d Number Sense: Number quantities and comparison M 1d.3 Recognizes amounts up to three without counting. M 1d.4 Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.

	M 1d.5 Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.
Compare Numbers	
No PK standard	N/A
OPERATIONS AND ALGEBRAIC THINKING (OA)	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
PK.OA.1. Use concrete objects to model real world addition (putting together) and subtraction (taking away) problems up through five.	M 1e Number Sense: Addition and subtraction M 1e.3 Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three. M 1e.4 Adds and subtracts by adding to a removing objects and recounting to find the total up to five. M 1e.5 Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.
No PK standard	N/A
No PK standard	N/A
No PK standard	N/A
No PK standard	N/A
NUMBER AND OPERATIONS IN BASE TEN (NBT)	
Work with numbers 11–19 to gain foundations for place value	
PK.NBT.1. no standard	N/A
MEASUREMENT AND DATA (MD)	
Describe and compare measurable attributes	
PK.MD.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	M 4a Measurement: Measures and estimates M 4a.3 Determines which object is bigger when given two to three objects.

	<p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p>
<p>PK.MD.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p> <p>Connection : PK.CC.C.5. Use comparative language, such as more/less than, equal to, to compare and describe collections of objects.</p>	<p>M 4a Measurement: Measures and estimates</p> <p>M 4a.3 Determines which object is bigger when given two to three objects.</p> <p>M 4a.4 Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.</p> <p>M 4a.5 Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.</p> <p>M 4b Measurement: Compares and orders</p> <p>M 4b.3 Compares and orders two to three objects. Identifies the first object.</p> <p>M 4b.4 Compares and orders up to five objects. Describes order using words like first, second and third.</p> <p>M 4b.5 Compares and orders up to ten objects. Describes order using words like first to tenth.</p>
<p>PK.MD.3. Sort, categorize, and classify objects by more than one attribute.</p>	<p>M 6 Classification: Sorts and graphs</p> <p>M 6.3 Sorts objects by one feature.</p> <p>M 6.4 After sorting objects by one feature, sorts again by a different feature.</p> <p>M 6.5 Sorts objects by more than one feature and explains why.</p>
<p>PK. MD.4. Recognize that certain objects are coins and that dollars and coins represent money.</p> <p>Connection:History and Social Science/Economics strand.</p>	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
<p>GEOMETRY (G)</p>	

Identify and Describe Shapes (squares, circles, triangles, rectangles)	
PK.G.1. Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 2b Spatial Awareness: Determines object location M 2b.3 Finds or places objects next to, between, in front of or behind self. M 2b.4 When prompted, places objects next to, between, in front of or behind objects not related to self. M 2b.5 Explains the location of an object in relation to another object.</p>
PK.G.2. Identify various two-dimensional shapes using appropriate language.	<p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
Analyze, Compare, Create, And Compose Shapes	
PK.G.3. Create and Represent three dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials (such as popsicle sticks, blocks, pipe cleaners, pattern blocks).	<p>M 2a Spatial Awareness: Understands how objects move in space. M 2a.3 Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object. M 2a.4 Moves objects to assemble a whole, such as simple puzzles with prompting. M 2a.5 Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.</p> <p>M 3 Shapes: Identifies shapes and their characteristics M 3.3 Identifies one to three two-dimensional shapes. M 3.4 Identifies four to six two-dimensional shapes. M 3.5 Identifies sides and angles or “corners” of shapes and uses materials to construct a shape when given a target shape to view.</p>
NO PK.G.4. standard.	N/A

NO P.K.G.5 standard	N/A
NO PK.G.6 standard	N/A

Science and Technology/Engineering	
EARTH AND SPACE SCIENCES	
ESS1 Earth's Place in the Universe	
<p>PreK-ESS1-1 (MA). Demonstrate awareness that the moon can be seen in the daytime and at night, and of the different apparent shapes of the moon over a month.</p> <p>Clarification Statement: The names of moon phases or sequencing moon phases is not expected.</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PreK-ESS1-2 (MA). Observe and use evidence to describe that the sun is in different places in the sky during the day.</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment</p> <p>SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather.</p> <p>SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.</p> <p>SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
ESS2 Earth's Systems	
<p>PreK-ESS2-1 (MA). Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things.</p> <p>SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics.</p> <p>SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move.</p> <p>SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>PreK-ESS2-2 (MA). Observe and classify non-living materials,</p>	<p>SCI 2a Natural & Earth Science: Understanding living and</p>

<p>natural and human made, in the local environment.</p>	<p>nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>PreK-ESS2-3 (MA). Explore and describe different places water is found in the local environment.</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PreK-ESS2-4 (MA). Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p>	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
<p>PreK-ESS2-5 (MA). Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p> <p>Clarification Statement: Descriptions of the weather can include sunny, cloudy, rainy, warm, windy, and snowy.</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects</p>

	personal life.
<p>PreK-ESS2-6 (MA). Provide examples of the impact of weather on living things.</p> <p>Clarification statement: Make connections between the weather and what they wear and can do and the weather and the needs of plants and animals for water and shelter.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
ESS3 Earth and Human Activity	
<p>PreK-ESS3-1 (MA). Engage in discussion and raise questions using examples about local resources, (including soil and water) humans use to meet their needs.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why. SCI 2a.6 Describes how living things obtain what they need to survive. Groups living things by complex features.</p>
<p>PreK-ESS3-2 (MA). Observe and discuss the impact of people’s activities on the local environment.</p>	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>

*Note: No PreK-ESS3-3	N/A
LIFE SCIENCE	
LS1 From Molecules to Organisms: Structures and Processes	
<p>Pre-K-LS1-1 (MA). Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.</p> <p>Clarification Statement: Examples can include comparison of humans having two legs and horses four, but both use legs to move.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>PreK-LS1-2 (MA) Explain that most animals have five senses they use to gather information about the world around them.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>
<p>PreK-LS1-3 (MA). Use their five senses in their exploration and play to gather information.</p>	<p>SCI 1a Investigation & Inquiry: Asks questions and makes predictions. SCI 1a.3 Begins to understand how things are connected and asks more complex questions about a familiar environment. SCI 1a.4 When given a question, guesses a possible answer or outcome. SCI 1a.5 Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
LS2 Ecosystems: Interactions, Energy, and Dynamics	

<p>PK-LS2-1 (MA). Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>PK-LS2-2 (MA). Using evidence from the local environment to explain how familiar plants and animals meet their needs where they live.</p> <p>Clarification Statements:</p> <ul style="list-style-type: none"> • Basic needs include water, food, air, shelter, and, for most plants, light. • Examples of evidence can include squirrels gathering nuts for the winter and plants growing in the presence of sun and water. • The local environment includes the area around the student’s school, home, or adjacent community. 	<p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>PK-LS2-3 (MA). Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p>

	<p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>LS3 Variation of Traits</p>	
<p>PreK-LS3-1 (MA). Use observations to explain that young plants and animals are like but not exactly like their parents.</p> <p>Clarification Statement: Examples of observations include puppies that look similar but not exactly the same as their parents.</p>	<p>SCI 2a Natural & Earth Science: Understanding living and nonliving things. SCI 2a.3 Identifies familiar natural materials, animals or plants and groups them by common characteristics. SCI 2a.4 Demonstrates an understanding that all people have needs. Identifies if an object can grow, eat or move. SCI 2a.5 Describes the characteristics of living things, sorts objects by living and nonliving and explains why.</p> <p>SCI 1b Investigation & Inquiry: Observes, describes and records SCI 1b.3 Begins to observe, describe and record a simple scientific phenomenon with teacher support. SCI 1b.4 Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting. SCI 1b.5 Observes, describes and records a scientific phenomenon.</p>
<p>PreK-LS3-2(MA). Use observations to recognize differences and similarities among themselves and their friends.</p>	<p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p> <p>SS 1c Culture & Community: Respect diversity SS 1c.3 Identifies similarities and differences between self and others. SS 1c.4 Respectfully participates in activities with others different than self. SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

PHYSICAL SCIENCE	
PS1 Matter and Its Interactions	
PreK-PS1-1 (MA). Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
PreK-PS1-2 (MA). Investigate natural and human-made objects to describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
PreK-PS1-3 (MA). Differentiate between the properties of an object and those of the material of which it is made.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
PreK-PS1-4 (MA). Recognize through investigation that physical objects and materials can change under different circumstances. Clarification statement: Changes include building up or breaking apart, mixing, dissolving, or changing state.	SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.
PS2 Motion and Stability: Forces and Interactions	
PreK-PS2-1 (MA). Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.	SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy.

	<p>SCI 3a.4 Explains how vehicles, animals and people move. SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p>
<p>PreK-PS2-2 (MA). Through experience, develop awareness of factors that influence whether things stand or fall.</p> <p>Clarification statement: Examples of factors in children’s construction play include using a broad foundation when building, considering the strength of materials, and using balanced weight distribution in a block building.</p>	<p>SCI 3a Physical Science: Explores forces and motion SCI 3a.3 Explores motion by moving, rolling, blowing on or dropping a toy. SCI 3a.4 Explains how vehicles, animals and people move. SCI 3a.5 Experiments with and explains invisible forces, such as ramps and magnets.</p>
PS3 Energy	
*Note: No PreK-PS3-1 or –2	N/A
PS4 Waves and Their Applications in Technologies for Information Transfer	
<p>PreK-PS4-1 (MA). Investigate sounds made by different objects and materials and discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	<p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p> <p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
<p>PreK-PS4-2 (MA). Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.</p>	<p>SCI 3b Physical Science: Explores the physical properties of materials SCI 3b.3 Begins to name colors. SCI 3b.4 Describes basic physical properties of objects, such as textures and colors. SCI 3b.5 Manipulates matter and observes any physical changes that may occur.</p>

	<p>SCI 4 Technology: Uses tools and technology to perform tasks SCI 4.3 Explores movable parts on toys. SCI 4.4 Explores simple tools or interacts with simple types of technology. SCI 4.5 Experiments with tools or technology to solve problems or accomplish tasks.</p>
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History and Social Science	
HISTORY	
<p>PreK-K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them. (H) A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents’ Day E. Thanksgiving</p>	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first” and “then.” 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.</p>
<p>PreK-K.2 Put events in their own and their families’ lives in temporal order. (H)</p>	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p> <p>SS 4 History & Sense of Time: Develops sense of time SS 4.3 Describes events as they happen. Uses words such as “first”</p>

	<p>and “then.”</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>
GEOGRAPHY	
<p>PreK-K.3 Identify the student’s street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student’s school and the city or town in which it is located. (G)</p>	<p>SS 3a Geography: Identifies types of places</p> <p>SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p>SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p> <p>SS 3b Geography: Interacts with maps</p> <p>SS 3b.3 Follows a path.</p> <p>SS 3b.4 Recognizes symbols or landmarks.</p> <p>SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p>
<p>PreK-K.4 Describe the location and features of places in the immediate neighborhood of the student’s home or school. (G)</p>	<p>SS 3a Geography: Identifies types of places</p> <p>SS 3a.3 Identifies a variety of familiar places in own community.</p> <p>SS 3.4 Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p>SS 3a.5 Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.</p> <p>SS 3b Geography: Interacts with maps</p> <p>SS 3b.3 Follows a path.</p> <p>SS 3b.4 Recognizes symbols or landmarks.</p> <p>SS 3b.5 Identifies what is represented on a map and draws pictures of current location.</p>
CIVICS AND GOVERNMENT	
<p>PreK-K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities. (C)</p>	<p>SS 1c Culture & Community: Respect diversity</p> <p>SS 1c.3 Identifies similarities and differences between self and others.</p> <p>SS 1c.4 Respectfully participates in activities with others different than self.</p> <p>SS 1c.5 Shows interest in learning about and interacting with peers who look, learn, believe or move differently.</p>

	<p>SS 2a Civics & Economics: Follows rules, limits and expectations. SS 2a.3 Recognizes and attends to adults to hear rules, routines and expectations. SS 2a.4 Follows familiar rules, routines and helps make group decisions. Expresses feelings about fairness. SS 2a.5 Applies familiar rules and suggests new rules in a variety of situations.</p> <p>LLD 6b Reading Comprehension: Retells, asks and answers questions about a text or story LLD 6b.3 Identifies the characters and setting in a story. LLD 6b.4 Retells portions of a story using pictures, gestures or props. LLD 6b.5 With prompting, answers simple questions about the characters, setting and events in a story and retells a story.</p>
<p>PreK-K.6 Identify and describe family or community members who promote the welfare and safety of children and adults. (C)</p>	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>
<p>PreK-K.7 Demonstrate understanding that there are important American symbols by identifying A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. (C)</p>	<p>SS 1b Culture & Community: Explores and respects cultures and traditions SS 1b.3 Recognizes familiar symbols or artifacts of traditions or customs. SS 1b.4 Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. SS 1b.5 Explains the meaning and importance of their own traditions and customs. Begins to learn, ask questions and respect other cultures.</p>
<p>ECONOMICS</p>	
<p>PreK-K.8 Give examples of different kinds of jobs that people do, including the work they do at home. (E)</p>	<p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each</p>

	may do.
PreK-K.9 Explain why people work (e.g., to earn money in order to buy things they want). (E)	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>
PreK-K.10 Give examples of the things that people buy with the money they earn. (E)	<p>SS 2b Civics & Economics: Understands concepts of money and economics</p> <p>SS 2b.3 Expresses choice recognizes interests and desires may be different from others. Explores the concept of trade.</p> <p>SS 2b.4 Asks before taking an object that doesn't belong to them and offers an object to get what they want. Explores concept of money.</p> <p>SS 2b.5 Explores the use of trade of both goods and money to receive/buy objects or services.</p>

Comprehensive Health	
PHYSICAL HEALTH	
Growth and Development	
<p>1. Growth and Development. Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and acquire skills to promote and maintain positive growth and development.</p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p> <p>PD 2 Fine Motor: Builds strength and coordination of small movements</p> <p>PD 2.3 Opens, closes, twists and pulls objects with one or both hands.</p>

	<p>PD 2.4 Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.</p> <p>PD 2.5 Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.</p> <p>PD 4b Personal Care: Understands bodily functions</p> <p>PD 4b.3 Identifies basic body parts.</p> <p>PD 4b.4 Describes the function of basic body parts. Can locate body pain.</p> <p>PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
Physical Activities and Fitness	
<p>2. Physical Activities and Fitness. Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and use principles of training and conditioning, learn biomechanics and exercise physiology, and apply the concept of wellness to their lives.</p>	<p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles</p> <p>PD 1.3 Runs. Balances on a wide beam. Throws objects in an intended direction. Catches objects against body.</p> <p>PD 1.4 Balances and hops on one foot. Throws both overhand and underhand. Catches or kicks moving objects.</p> <p>PD 1.5 Hops from one foot to the other. Begins to skip. Coordinates multiple movements in simple sequences.</p>
Nutrition	
<p>3. Nutrition. Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.</p>	<p>PD 5 Nutrition: Follows healthy nutrition routines.</p> <p>PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.</p> <p>PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self.</p> <p>PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p>
Reproduction/Sexuality	
<p>4. Reproduction/Sexuality. Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing</p> <p>PD 4a.3 With help, participates in self-care routines.</p> <p>PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support.</p>

	<p>PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
SAFETY AND PREVENTION	
Disease Prevention and Control	
<p>1. Disease Prevention and Control. Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and gain skills related to health promotion, disease prevention, and health maintenance.</p>	<p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p>
Safety and Injury Prevention	
<p>2. Safety and Injury Prevention. Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, avoid, recognize, and report verbal, physical, and emotional abuse situations, and assess factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.</p>	<p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
Tobacco, Alcohol and Other Substances	
<p>3. Tobacco, Alcohol and Other Substances. Students will acquire the knowledge and skills to be competent in making health-enhancing decisions about the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.</p>	<p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p>
Violence Prevention	

<p>4. Violence Prevention. Students will learn how their actions affect others, understand the power that positive character traits can have in violence prevention, gain skills to report incidents of violence and hurtful behavior to adults in the school and community, avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.</p>	<p>PD 3 Safety: Demonstrates safe practices PD 3.3 Follows simple safety rules and avoids danger. PD 3.4 Follows safety rules and help others follow rules. Identifies dangerous situations and seeks help. PD 3.5 Describes reasons for safety rules and reminds others to follow them.</p> <p>SED 4b Problem-solving: Responsible decision-making SED 4b.3 Identifies basic consequences of actions, such as “If I throw my toy, it might break.” SED 4b.4 With adult support, lists choices or solutions before making a decision. SED 4b.5 Makes independent choices based on rules and fairness.</p>
PERSONAL AND COMMUNITY HEALTH INFORMATION	
Consumer Health and Resource Management	
<p>1. Consumer Health and Resource Management. Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and wellbeing for themselves, their families, and their communities.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth’s environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
Ecological Health	
<p>2. Ecological Health. Students will gain knowledge of the interdependence between the environment and human health and acquire skills to care for the environment.</p>	<p>PD 4a Personal Care: Implements self-care routines including rest, toileting, handwashing, exercise and dressing PD 4a.3 With help, participates in self-care routines. PD 4a.4 Recognizes personal needs and how to get them met and</p>

	<p>implements with adult support. PD 4a.5 Meets most personal and hygiene needs when prompted by an adult.</p> <p>SCI 2b Natural & Earth Science: Demonstrates knowledge of Earth's environment SCI 2b.3 Recognizes day and night. Notices changes in temperature and weather. SCI 2b.4 Identifies the climate and weather in the immediate environment and describes ways to care for the natural world. SCI 2b.5 Identifies current season and explains how weather affects personal life.</p>
Community and Public Health	
<p>3. Community and Public Health. Students will learn the influence of social factors on health and contribution of public health and gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.</p>	<p>PD 4b Personal Care: Understands bodily functions PD 4b.3 Identifies basic body parts. PD 4b.4 Describes the function of basic body parts. Can locate body pain. PD 4b.5 Explains how germs spread and describes simple strategies for preventing the spread.</p> <p>PD 5 Nutrition: Follows healthy nutrition routines. PD 5.3 Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil. PD 5.4 Identifies food and serves a portion into a bowl or plate and feeds self. PD 5.5 Identifies food groups, sorts food and identifies food that is nutritious.</p> <p>SS 1a Culture & Community: Identifies community and family roles. SS 1a.3 Identifies familiar people and pets. SS 1a.4 Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. SS 1a.5 Identifies roles of self and others and describes the job each may do.</p>

The Arts	
DANCE	
Movement Elements and Dance Skills	
<p>1. Movement Elements and Dance Skills. Students will identify and demonstrate movement elements and dance skills.</p>	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern.</p>
Choreography	
<p>2. Choreography. Students will create movement compositions based on choreographic principles, processes, and forms.</p>	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Dance as Expression	
<p>3. Dance as Expression. Students will demonstrate an understanding of dance as a way to express and communicate meaning.</p>	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.</p>
Performance in Dance	
<p>4. Performance in Dance. Students will rehearse and stage dance</p>	<p>CA 2a Dance & Movement: Expresses through dance</p>

works.	<p>CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.</p>
Critical Response	
<p>5. Critical Response. Students will describe and analyze their own dances and the dances of others using appropriate dance vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p>CA 2a Dance & Movement: Expresses through dance CA 2a.3 Moves in own way to music and rhythm. CA 2a.4 Demonstrates different levels of energy in dance, such as gentle versus explosive or small versus large movements. CA 2a.5 Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. CA 2a.6 Expresses ideas, feelings and stories through creative movement.</p> <p>CA 2b Dance & Movement: Develops movement techniques CA 2b.3 Follows the movements of others. Explores personal space and direction. CA 2b.4 Demonstrates multiple ways to move body parts. Move to the beat. CA 2b.5 Follows a leader to perform a simple movement pattern. CA 2b.6 Recalls a simple movement pattern and performs it individually or in a group.</p>
MUSIC	
Singing	

<p>1. Singing. Students will sing, alone and with others, a varied repertoire of music.</p>	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>Reading and Notation</p>	
<p>2. Reading and Notation. Students will read music written in standard notation.</p>	<p>CA 1b Music: Develops rhythm CA 1b.3 Claps to beat. May not always be consistent. CA 1b.4 Claps along to simple rhythm patterns. CA 1b.5 Repeats simple rhythm patterns.</p> <p>CA 1c Music: Develops tone CA 1c.3 Understands the difference between singing and speaking voices. CA 1c.4 Controls voice to mimic the melodic direction. CA 1c.5 Hears the change of musical phrases in a song. Sings along to familiar songs.</p>
<p>Playing Instruments</p>	
<p>3. Playing Instruments. Students will play instruments, alone and with others, to perform a varied repertoire of music.</p>	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects.</p>
<p>Improvisation and Composition</p>	

<p>4. Improvisation and Composition. Students will improvise, compose, and arrange music.</p>	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody.</p>
<p>Critical Response</p>	
<p>5. Critical Response. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p>CA 1a Music: Expresses through music CA 1a.3 Expresses likes and dislikes of familiar songs. Explores shaking, pounding and tapping various instruments. CA 1a.4 Uses voice, common objects or instruments to create music. Identifies self as a musician. CA 1a.5 Uses voice or instruments to express feelings or to mimic sound effects. CA 1a.6 Communicates ideas by creating rhythm or melody. CA 1a.7 Interprets and compares many types of music.</p>
<p>THEATRE</p>	
<p>Acting</p>	
<p>1. Acting. Students will develop acting skills to portray characters who interact in improvised and scripted scenes.</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Reading and Writing Scripts</p>	

<p>2. Reading and Writing Scripts. Students will read, analyze, and write dramatic material.</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p>
<p>Directing</p>	
<p>3. Directing. Students will rehearse and stage dramatic works.</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
<p>Technical Theatre</p>	
<p>4. Technical Theatre. Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play. CA 4a.6 With cues, performs a simple pre-planned drama.</p>
<p>Critical Response</p>	
<p>5. Critical Response. Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p>CA 4a Drama: Participates in dramatic and symbolic play. CA 4a.3 Uses words, actions and props to pretend. CA 4a.4 Plays a role in group dramatic play. CA 4a.5 Assigns roles and plays out unscripted scenes in dramatic play.</p> <p>CA 4b Drama: Uses and creates props to represent other objects</p>

	<p>or ideas CA 4b.3 Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. CA 4b.4 Uses an object as a replacement for a realistic prop or real object. CA 4b.5 Uses a combination of real and imaginary props or characters to play out a scene.</p>
VISUAL ARTS	
Methods, Materials, and Techniques	
<p>1. Methods, Materials, and Techniques. Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.</p>	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
Elements and Principles of Design	
<p>2. Elements and Principles of Design. Students will demonstrate knowledge of the elements and principles of design.</p>	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
Observation, Abstraction, Invention, and Expression	
<p>3. Observation, Abstraction, Invention, and Expression. Students</p>	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art</p>

<p>will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.</p>	<p>CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p> <p>CA 3b Visual Arts: Develops visual art techniques CA 3b.3 Uses materials to create shapes and symbols. CA 3b.4 Chooses an object or art tool to use with a given medium for a desired effect. CA 3b.5 Uses artistic tools and media to create intentional designs or images.</p>
<p>Drafting, Revising, and Exhibiting</p>	
<p>4. Drafting, Revising, and Exhibiting. Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.</p>	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation.</p>
<p>Critical Response</p>	
<p>5. Critical Response. Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.</p>	<p>CA 3 Visual Arts: Expresses through 2D and 3D visual art CA 3a.3 Explores a variety of artistic tools and media. CA 3a.4 Makes choices throughout the artistic process. CA 3a.5 Plans, designs and seeks materials to make a creation. CA 3a.6 Creates art to represent an idea or object. Explains how it was made.</p>

Developmental Continuum of Skills

Individual children develop at a unique pace.		Infant	Toddler	Preschool	Primary				
Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
SED 1 Self-Awareness	SED 1 a Knows self and expresses confidence	Responds to name by cooing, smiling or turning head toward person talking. Explores hands and feet.	Responds to name and interacts with self in mirror. Recognizes self as being separate from others.	Names self and names basic body parts.	Identifies characteristics of self.	Describes thoughts and characteristics of self and expresses confidence in own abilities.	Identifies own strengths and personal talents.	Apply strengths to accomplish a task and exhibits pride in personal accomplishments.	Reflects and describes strengths and areas of growth. Begins to have and apply a growth mindset.
	SED 1 b Expresses needs and preferences	Vocalizes or moves to express needs.	Seeks out or responds to favorite or preferred toys, objects or people.	Expresses likes and dislikes.	When given two to three options, chooses their most desired option.	Describes and compares preferences of self and others.	Expresses and advocates for one's needs or personal preferences.	Understands others might have different needs and preferences than self.	Expresses and advocates ways for self and others to both participate according to unique preferences and to attain differing wants.
	SED 1 c Completes tasks independently	Reaches for a familiar object or toy.	Attempts to do a familiar task or explore objects independently.	Completes familiar tasks or activities independently. May still need adult support on occasion.	Expresses interest in planning or trying new or complex tasks and activities with help.	Takes risks and pushes self to accomplish new tasks independently.	Revisits a familiar task or activity with a different approach.	Revisits and plans a familiar task and describes ways to improve results.	Predicts how self and others might be able to perform in a task and describes and plans what is needed to improve.
	SED 1 d Identifies emotions	Makes facial expressions or vocalizations to express engagement, contentment, stress or discomfort.	Shows a range of emotions with facial expressions and gestures.	Recognizes and names a few personal feelings.	Identifies and describes personal feelings.	Recognizes that feelings can change.	Identifies complex feelings and recognizes that they can have more than one feeling at the same time.	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.
SED 2 Self-Regulation	SED 2a Manages feelings and behavior	Calms with support from caregiver.	Seeks out a familiar adult, item or behavior to provide comfort when upset or in a new situation.	Begins to use strategies to regulate emotions or behavior with support from familiar adult.	Uses a variety of strategies to regulate emotions or behavior. May still need adult prompting on occasion.	Independently chooses and uses a variety of strategies to regulate emotions or behavior.	Describes and demonstrates appropriate responses to different emotions and behaviors.	Describes strategies to calm oneself in new or stressful situations.	Applies strategies for managing own emotions and behaviors.
	SED 2b Follows routines and transitions	Reacts to changes in tone of voice or expression.	Participates in familiar routines and transitions with support.	Recognizes a familiar activity or routine and redirects to a new activity with support.	Anticipates what comes next within a daily routine. Recognizes when the typical routine is not followed and identifies the change.	Follows daily routines. With support, negotiates ways to handle new routines or 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.	Adapts to new situations or routines quickly and with minimal stress.
SED 3 Social Relationships	SED 3a Develops relationships with adults	Recognizes, interacts with and responds to primary caregivers.	Stays close to and interacts with familiar adults for comfort and support.	Engages in interactions with new adults, but returns to the primary caregivers for comfort and support.	Engages in positive back-and-forth interactions with new or familiar adults.	Initiates interactions and uses prosocial behavior skills in back-and-forth exchanges with adults.	Identifies trusted adults in the community and describes when to seek help.	Describes characteristics of trusted adults and seeks help when needed.	Describes how trusted adults can provide support in various settings and how to build positive relationships.
	SED 3b Develops relationships with peers	Notifies, responds to and looks at peers.	Engages in simple interactions with peers.	Shows interest in interacting with peers and may demonstrate preference for specific peers.	Engages in interactions with peers and has preferred friends that they play with consistently.	Demonstrates connection with others and identifies similar interests as friends.	Describes personal friendships and meaningful relationships.	Describes characteristics of positive friendships and how to build positive relationships.	Describes different types of relationships. Takes care of self, others and considers the needs of others.
	SED 3c Participates cooperatively in groups	Engages in simple social interactions, such as games like peek-a-boo.	Mimics actions of others.	Joins a group and participates in an activity when asked.	With support from an adult, initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns.	Initiates play with peers and uses prosocial behavior skills such as sharing, waiting and taking turns. May still need adult prompting on occasion.	Identifies roles of self and others during group tasks or activities. Offers to help others.	Fulfills personal roles and responsibilities when working in a group.	Begins to use active listening and inclusion of other's ideas to support collaboration in a group setting.
	SED 3d Identifies and respects emotions of others	Adjusts behavior according to emotional or facial response of a familiar person.	Explores different facial expressions, such as in pictures.	Recognizes the emotions of others and demonstrates concern for others.	Explains how and why someone may be feeling a certain emotion.	Identifies complex feelings of others and responds accordingly.	Explains how self and others may feel similar or different in a variety of situations and explains why.	Seeks to understand and support others' feelings.	Demonstrates respect for others who have differing feelings and needs. Shows empathy to others.
SED 4 Problem-Solving	SED 4a Solves problems	Uses simple repeated actions or movements to solve a problem.	Explores how things work using repeated trial and error to solve a problem.	Recognizes a problem and asks for adult help to solve the problem.	Suggests and explores possible solutions to a problem with support from an adult.	Uses previous knowledge to determine which solution to try first when solving a problem.	Eliminates possible solutions to a problem by thinking through their potential results and consequences.	Explains the sequence of their problem solving strategy.	Solves problems by connecting personal experiences to possible solutions.
	SED 4b Responsible Decision-Making	Begins to recognize choices, such as reaching for a toy when multiple options are available.	Responds to simple guidance on safe and kind choices.	Identifies basic consequences of actions, such as "If I throw my toy, it might break".	With adult support, lists choices or solutions before making a decision.	Makes independent choices based on rules and fairness.	Considers others' feelings when making decisions.	Evaluates possible solutions and their consequences before acting.	Demonstrates responsible decision-making by applying past experiences to new situations.

Approaches to Learning	ATL 1 Attention & Persistence	ATL 1a Attends	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 with adult reminders.	Focuses on an engaging activity for a short period of time independently.	Sustains focus for at least five minutes, even if there are distractions.	Sustains focus for at least ten minutes, even if there are distractions.	Sustains focus for at least thirty minutes, even if there are distractions.	Sustains focus for forty-five minutes, even if there are distractions.
		ATL 1b Persists	Engages in a continued interaction or activity with a familiar object or adult.	Repeats actions to gain a result.	Asserts a desire to start or end a preferred activity. Asks for help as needed.	Practices or repeats an activity until successful. Expresses delight over a successful project.	Begins to persist on a challenging activity with teacher support.	Persists on a challenging activity independently.	With adult support, plans steps to pursue a challenging activity or idea and implements it with persistence.	Plans steps to pursue an idea and implements it with persistence independently.
	ATL 2 Flexibility & Play	ATL 2a Shows flexibility	Shifts attention from one person or thing to another.	Shifts attention from one task to another with prompting and adult support.	With adult support, demonstrates ability to shift ideas, plans or imagination while working on a simple task or activity.	With adult support, demonstrates ability to shift ideas, plans or imagination while participating in complex tasks or role-play scenarios.	Demonstrates ability to shift ideas, plans or imagination while participating in simple tasks or role-play scenarios independently.	Demonstrates ability to shift ideas, plans or imagination while completing complex tasks or games independently.	Imagines new ways to approach a task or discover information when obstacles are present.	Demonstrates ability to fluently shift approaches within complex tasks independently.
		ATL 2b Engages in play	Explores and manipulates materials.	Entertains and plays by themselves without adult or child involvement.	Watches others play and plays side by side with another person.	Joins a group and participates in group play. May have different purposes of play.	Engages in cooperative play by sharing, taking turns and offering to help others. Identifies roles of self and others during tasks and play.	Engages in social play and creates goals and scenarios that involve creative problem-solving.	With adult support, plays games or activities with complex rules.	Plays games or activities with others that have complex rules. May create own rules to games.
Physical Development	PD 1 Gross Motor	PD 1 Builds strength, coordination and balance of large muscles	Rolls, crawls, 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. 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 and 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, stacks, twists and pulls objects with one or both hands.	Uses hands and fingers to manipulate objects, such as stringing large beads or snipping with scissors.	Manipulates objects through tasks like buttoning, zipping, buckling, lacing and following a straight line when cutting and copying drawings.	Manipulates objects through tasks like following an outline with scissors, tying shoes and dressing self.	Threads small beads. Stacks small objects. Uses scissors to cut more challenging materials, such as fabric or cardstock.	Manipulates objects of all sizes with speed and accuracy.
	PD 3 Safety	PD 3 Demonstrates safe practices	Reacts to unexpected noises, lights or sights.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules and avoids danger.	Follows safety rules and helps 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 4a Implements self-care routines including rest, toileting, handwashing, exercise and dressing	Cries or moves body when physical needs are not met.	Begins to participate in self-care activities and recognizes the difference between dirty and clean.	With help, participates in self-care routines.	Recognizes personal needs and how to get them met and implements with adult support.	Meets most personal and hygiene needs when prompted by an adult.	Maintains personal needs and proper hygiene with occasional reminders.	Independently maintains personal and hygiene needs.	Explains how to manage health and role of exercise and rest in self and others.
		PD 4b Understands bodily functions	Explores body parts, such as hands and feet.	Points to body parts when prompted.	Identifies basic body parts.	Describes the function of basic body parts. Can locate body pain.	Explains how germs spread and describes simple strategies for preventing the spread.	When feeling sick, describes symptoms. Describes some contagious diseases.	Identifies basic organs.	Describes the functions of basic organs.
PD 5 Nutrition	PD5 Follows healthy nutrition routines	Cries when hungry.	Communicates the need to eat and feeds self some finger foods.	Begins to identify familiar foods, anticipates the need to eat and feeds self with spoon or other utensil.	Identifies food and serves a portion into a bowl or plate and feeds self.	Identifies food groups, sorts food and identifies food that is nutritious	Describes how nutritious food helps the body grow and develop and helps to prepare food.	Describes what happens after the consumption of food.	Prepares simple food for self.	

Individual children develop at a unique pace.		Infant	Toddler	Preschool			Primary		
Skill/Skill Code	Sub-skill/ Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
LLD 1 Listening	LLD 1a Understands and interprets language	Turns head toward the person speaking.	Shows understanding of a variety of single familiar words, such as by pointing at named objects, people or body parts.	Shows understanding of a wide variety of phrases and sentences.	Listens, then responds appropriately.	Listens and understands inferred requests.	Shows understanding of a series of complex statements that explain how or why.	Shows understanding about key details from information or stories shared verbally.	Listens to gather new information and demonstrates understanding.
	LLD 1b Follows directions	Responds to speaking in the 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 given verbally.	Responds to verbal statements that have implied directions or requests.
LLD 2 Communication	LLD 2a Uses language to express information and ask/answer questions	Uses vocalizations and gestures to communicate.	Uses a few words, signs or word-like sounds to communicate.	Communicates needs, desires and ideas or asks simple questions.	Uses descriptions and observations to communicate information and answer questions, or asks more complex questions.	Talks about activities or tells stories. Answers "who," "what," "when," "why" and "how" questions.	Explains personal thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics.	Uses expression, tone and pacing to reinforce the meaning of what they are communicating.
	LLD 2b Uses conversational skills	Responds with babbles or sounds with prompting.	Responds to one exchange, but is not on topic.	Responds on topic for one exchange.	Stays on topic for two to three exchanges.	Engages in conversations through multiple exchanges.	Initiates conversation with adults and peers.	Demonstrate understanding of conversation norms, such as listening, taking turns talking, distance between talkers and body orientation.	Asks for clarification about information or topics that occur during a conversation.
	LLD 2c Uses sentence structure	Mimics single sounds.	Communicates using one- to two-word sentences.	Communicates using two- to four-word sentences.	Communicates in sentences. May not always follow grammatical rules.	Communicates in simple, complete sentences.	Uses question words in speech. Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	LLD 2d Uses and expands vocabulary	Uses sounds 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 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 3a Rhyme	Listens to and moves to rhyming songs.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme.	Produces rhyming words when given a word.	Rhymes with real and nonsensical words.	Independently identifies and repeats rhyming word pairs from a poem or song.	Creates an original rhyming song or poem.
	LLD 3b Hears Large Units of Sound	Babbles and vocalizes using sound, volume and inflection.	Repeats words or short sentences.	Shows awareness of separate words in spoken language.	Blends large units of sound, such as compound words, syllables or onset-rime.	Segments large units of sound, such as compound words, syllables or onset-rime.	Deletes large units of sound.	Substitutes large units of sound.	Manipulates, blends, substitutes and deletes large units of sound.
	LLD 3c Hears Small Units of Sound	Coos and makes sounds such as "oo" and "ah."	Imitates or repeats sounds and tones.	Engages in word and sound play through songs and games.	Identifies and produces words that have the same beginning sound.	Identifies the end sound of a word and blends two-phoneme words.	Identifies medial sound of a word and blends CVC (consonant-vowel-consonant) words.	Segments phonemes in words.	Substitutes and deletes phonemes in words.
LLD 4 Alphabetic Knowledge	LLD 4 Identifies letters, makes letter-sound connections and decodes words	Explores books and toys with letters and related images.	Participates in letter songs and activities.	Recognizes the first letter and letter sound in their name.	Identifies five to ten upper- and lowercase letters and letter sounds.	Identifies eleven to twenty upper- and lowercase letters and letter sounds.	Identifies all upper- and lowercase letters and letter sounds.	Decodes words with long and short vowel sounds, digraphs and blends with increasing automaticity.	Applies phonics strategies and word analysis skills to decode words, such as irregular high-frequency and unfamiliar words with increasing automaticity.
LLD 5 Concepts of Print	LLD 5 Uses print concepts and explores books and other text	Opens and closes books, looks at them and points to pictures.	Recognizes if pictures are right-side up. Turns pages from the front to the back of the book.	Distinguishes between pictures and words. Identifies the front and back cover.	Distinguishes between letters and words. Indicates where to start reading on a page.	Identifies some punctuation and recognizes spaces between words.	Recognizes common types of text, such as poems, storybooks or fact books. Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Identifies and uses text features to find information in texts.
LLD 6 Reading Comprehension	LLD 6a Responds to text	Interacts by reaching for or patting when a book is read.	Chooses and holds a book and looks intently at each page.	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 their 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	Looks at and listens to books read aloud by an adult.	With prompting, answers "where" questions by pointing to pictures and repeating words from familiar stories.	Identifies the characters and setting in a story.	Retells portions of a story using pictures, gestures or props.	With prompting, answers simple questions about the characters, setting and events in a story and retells a story.	Asks and answers questions about the characters, setting and events in a story and retells the events of a story in sequence.	Makes inferences about character goals or causal connections in a story, and retells stories in sequence using more details.	Summarizes texts and their messages. Describes the points of view of various characters.
LLD 7 Writing	LLD 7a Emergent Writing	With adult support, makes a mark with a writing tool or other material.	Makes random marks or draws with writing tools.	Marks or scribbles. Begins to make letter-like forms.	Writes letter-like forms or mock letters and letter strings from left to right.	Writes first name and some letters. Begins to use inventive spelling. Letters may be out of order or backward.	Writes first and last name and upper- and lowercase letters appropriately. Writes short phrases with more accuracy.	Writes simple sentences. Begins to use conventional spelling.	Writes simple and compound sentences. Uses punctuation. Checks and corrects spelling.
	LLD 7b Uses writing to represent meaning	Explores various tools used to write.	Makes handprints or fingerprints with adults.	Scribbles or draws marks as a representation of an object or person.	Uses a combination of drawing, dictating and writing to explain who or what something represents.	Uses a combination of drawing, dictating and writing to record an event or idea.	Draws and writes to express ideas or share an opinion.	Writes to give information about a topic, including some facts. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

M 1 Number Sense	M 1a Verbally counts numbers	Listens to counting songs and chants.	Says or sings random numbers, may be out of order.	Verbally counts to five.	Verbally counts to ten.	Verbally counts to twenty.	Verbally counts to 100 by ones and tens. Counts forward from a given number.	Verbally counts in sequence to 120 from a given number.	Verbally counts by fives, tens and hundreds to 1000.
	M 1b Identifies and writes numerals	Sees numbers in everyday context.	Begins to identify numbers. Identifies the numeral 1.	Identifies numerals up to five.	Identifies numerals up to ten and understands the numeral reflects the quantity of objects. Writes numerals up to five.	Identifies numerals up to twenty and understands the numeral reflects the quantity of objects. Writes numerals up to ten.	Identifies numerals up to fifty. Writes numerals up to twenty.	Identifies numerals to 100 and understands place value for two- to three-digit numbers.	Identifies and writes numerals to 1000. Understands place value for three- to four-digit numbers.
	M 1c Counting one-to-one, and composing and decomposing numbers	Points to objects.	Uses one-to-one correspondence to match objects or pictures.	Points to one object at a time while counting up to five.	Counts up to ten objects and indicates that the last number counted tells how many objects were counted.	Count up to twenty objects and indicates that the last number counted tells how many objects were counted.	Understands that a whole number is greater than its parts and can identify the number combinations that add up to five with prompting.	Identifies the number combinations that add up to five.	Decomposes numbers less than or equal to ten in more than one way.
	M 1d Number Quantities and Comparison	Looks for an object that is taken out of sight.	Recognizes amounts up to two without counting.	Recognizes amounts up to three without counting.	Recognizes amounts up to five without counting. Creates and counts groups of up to five objects and identifies which group has more, less or if they are equal.	Creates and counts groups of up to five objects and recognizes which group has more, even if the objects in the larger group are smaller.	Creates and counts groups of up to ten objects and identifies which group has more, less or if they are equal.	Uses the concept of a number line to compare which numbers are closer to each other.	Uses place value to compare numbers.
	M 1e Addition and Subtraction	Watches an adult add or take away toys.	Adds to and removes objects from a group as prompted.	Adds and subtracts by adding or removing objects and demonstrating understanding of the total up to three.	Adds and subtracts by adding to or removing objects and recounting to find the total up to five.	Adds and subtracts by adding to or removing objects and recounting to find the total up to ten.	Adds and subtracts by counting on or counting up to for totals up to ten.	Uses addition and subtraction strategies to solve problems with totals up to twenty.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
M 2 Spatial Awareness	M 2a Understands how objects move in space	Tries to put one object inside another.	Purposely manipulates objects, such as turning or spinning them, to discover how things move or fit into a space.	Recognizes objects that are upside-down and turns them right-side up. Puts together three pieces to create a whole object.	Moves objects to assemble a whole, such as simple puzzles with prompting.	Moves objects to assemble a whole, such as simple puzzles. May take several attempts to determine the correct orientation.	Identifies and corrects the orientation of familiar objects and symbols. Assembles a puzzle without using a guide.	Creates complex pictures or objects by putting together or taking apart shapes.	Determines when shapes have been slid, turned or flipped and describes the translation.
	M 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, coordinates systems and maps to identify locations of objects or places.
M 3 Shapes	M 3 Identifies shapes and their characteristics	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies one to three two-dimensional shapes.	Identifies four to six two-dimensional shapes.	Identifies sides and angles or "corners" of shapes and uses materials to construct a shape when given a target shape to view.	Compares shapes by describing the attributes, such as the number and length of the sides and the number of angles or "corners" and recognizes shapes regardless of orientation.	Describes objects in the environment as two- and three-dimensional shapes. Identifies one to four three-dimensional shapes.	Separates a shape into halves, thirds and fourths.
M 4 Measurement	M 4a Measures and Estimates	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 when given two to three objects.	Identifies that things can be measured and uses nonstandard measurement tools. Uses measurement vocabulary such as weight, length or volume.	Compares the length, weight and capacity of two objects to determine which is bigger or if they are the same and uses measurement vocabulary.	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.
	M 4b Compares and Orders	Picks up and puts down objects.	Places objects in a row in any order.	Compares and orders two to three objects. Identifies the first object.	Compares and orders up to five objects. Describes order using words like first, second and third.	Compares and orders up to ten objects. Describes order using words like first to tenth.	Orders objects by one feature, then reorders using a different feature. Orders events in time.	Compares objects by using a measuring tool, then orders.	Compares and explains how much longer one object is than another using standard units of measurement.
M 5 Patterns	M 5 Copies, Creates, and Extends Patterns	Plays predictable activities with caregivers, such as pat-a-cake and peekaboo.	Notifies things that repeat in the environment.	Fills in the missing piece of an AB pattern.	Copies, creates and extends AB patterns.	Fills in the missing piece of complex patterns, such as ABC or AABB.	Copies, creates and extends complex patterns, such as ABC or AABB.	Identifies the smallest unit of a pattern, such as AAB as the smallest unit of the pattern AABAABAAAB.	Develops and explains own formula for creating a variety of patterns.
M 6 Classification	M 6 Sorts and graphs	Notifies when two objects are similar in some way.	Creates groups of objects by common characteristics but may be mixed or inconsistent.	Sorts objects by one feature.	After sorting objects by one feature, sorts again by a different feature	Sorts objects by more than one feature and explains why.	Gathers, sorts and categorizes objects or data into two categories and counts how many are in each.	Gathers, represents and answers questions about objects or data in three categories.	Gathers, represents and answers questions about objects or data in four categories.

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Skill / Skill Code	Sub-skill / Definition	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8	
Science	SCI 1 Investigation & Inquiry	SCI 1a Asks questions and makes predictions	Looks for a person or toy that has moved out of sight.	Asks simple questions about a familiar environment through words or gestures.	Begins to understand how things are connected and asks more complex questions about a familiar environment.	When given a question, guesses a possible answer or outcome.	Asks questions about a familiar environment or scientific phenomenon and makes predictions about the outcome.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Uses prior knowledge and gathered information to make predictions about a scientific phenomenon. Makes hypotheses about scientific phenomena with teacher support.	Asks questions and makes hypotheses about scientific phenomena or hypothetical problems. Conducts an experiment multiple times.
		SCI 1b Observes, describes and records	Uses senses to explore environment.	Demonstrates curiosity about objects by touching and manipulating them. Begins to understand cause and effect.	Begins to observe, describe and record a simple scientific phenomenon with teacher support.	Observes and uses prior knowledge to describe and record a scientific phenomenon with teacher prompting.	Observes, describes and records a scientific phenomenon.	Gathers information or experiments to prove/disprove a prediction.	Records findings in charts or diagrams and explains one's problem-solving strategy.	Records and discusses observations and evaluates information to explain a phenomenon or prove/disprove a hypothesis.
	SCI 2 Natural & Earth Science	SCI 2a Understands living and nonliving things	Explores immediate environment using senses.	Plays with natural materials and reacts to animals or plants in the immediate environment.	Identifies familiar natural materials, animals or plants and groups them by common characteristics.	Demonstrates an understanding that all living things have needs. Identifies if an object can grow, eat or move.	Describes the characteristics of living things, sorts objects by living and nonliving and explains why.	Describes how living things obtain what they need to survive. Groups living things by complex features.	Describes how a living thing'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.	Points to and notices natural elements, such as clouds, rain and wind.	Recognizes day and night. Notices changes in temperature and weather.	Identifies the climate and weather in the immediate environment and describes ways to care for the natural world.	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 3a Explores forces and motion	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how vehicles, animals or people move.	Experiments with and explores invisible forces, such as ramps and magnets.	Experiments and compares the movements of various objects and materials on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Explains how force is used to change the direction of moving objects.
		SCI 3b Explores the physical properties of materials	Uses senses to explore objects in an immediate environment.	Reacts to changes in texture, temperature, smell, sound or sight.	Begins to name colors.	Describes basic physical properties of objects, such as textures and colors.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gas.	Describe how materials change between different states of matter.
	SCI 4 Technology	SCI 4 Uses tools and technology to perform tasks	Explores simple toys.	Begins to use simple toys purposefully.	Explores movable parts on toys.	Explores simple tools or interacts with simple types of technology.	Experiments with tools or technology to solve problems or accomplish tasks.	Uses familiar tools or technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools or technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.
	Social Studies	SS 1 Culture & Community	SS 1a Identifies community and family roles	Responds to and recognizes primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.
SS 1b Explores and respects cultures and traditions			Listens to stories or music related to cultures and traditions.	Participates in activities related to cultures or traditions.	Recognizes familiar symbols or artifacts of traditions or customs.	Describes the routines, familiar stories, traditions, foods or celebrations of own family or community.	Explains the meaning and importance of their own traditions or customs. Begins to learn, ask questions and respect other cultures.	Explains the meaning and importance of traditions or customs of other people.	Compares diverse cultures or traditions.	Names influential people or events that have impacted familiar cultures and traditions.
SS 1c Respects diversity			Sees diverse features of people in books, toys or media.	Explores people and their features, either in person or in pictures.	Identifies similarities and differences between self and others.	Respectfully participates in activities with others different than self.	Shows interest in learning about and interacting with peers who look, learn, believe or move differently.	Explains and celebrates how individuals, families or 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 adults to hear rules, routines and expectations.	Follows familiar rules and 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, such as local, state and national. Makes democratic decisions.
		SS 2b Understands concepts of money and economics	Reaches for desired objects.	Expresses a desire for an object or action. Expresses ownership such as by saying me or mine.	Expresses choice and recognizes interests and desires may be different from others. Explores the concepts of trade.	Asks before taking an object that doesn't belong to them and offers an object to others to get what they want. Explores the 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 3a Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places in own community.	Identifies different types of water bodies, streets, buildings or landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of one's community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
		SS 3b Interacts with maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols or landmarks.	Identifies what is represented on a map and draws pictures of current location.	Recreates a map of something they cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	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.	Indicates the beginning or ending of an event	Describes events as they happen. Uses words such as "first" and "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.

Creative Arts									
CA 1 Music	CA 1a Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores shaking, pounding or 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 or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	CA 1b Develops rhythm	Responds to rhythm.	Responds to changes in rhythm.	Claps to beat. May not always be consistent.	Claps along to simple rhythm patterns.	Repeats simple rhythm patterns.	Creates simple rhythm patterns.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation.	Maintains rhythm in various meter groupings.
	CA 1c Develops tone	Responds to sounds.	Responds to changes in sound, volume or melody.	Understands the difference between singing and speaking voices.	Controls voice to mimic the melodic direction.	Hears the change of musical phrases in a song. Sings along to familiar songs.	Controls pitch when singing a familiar song.	Matches vocal pitch in a limited range.	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, such as 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 such as by swaying or bouncing to music.	Follows the movements of others. Explores personal space and direction.	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 art 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 they 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 or 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 pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
	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.	Uses a combination of real and imaginary props or characters to play out multiple scenes or events.	With adult support, plans a story and creates costumes, settings or props to create a mood or environment.	Plans a story and creates costumes, settings or props to create a mood or environment.

Skill Code/Skill		Sub-Skill Code/Definition	Pre-Production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Second Language Acquisition	SLA 1 Approach to second language acquisition	SLA 1a Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
	SLA 1 Approach to second language acquisition	SLA 1b Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meaning of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	SLA 1 Approach to second language acquisition	SLA 1c Demonstrates use of varied vocabulary in target language	Uses cues and gestures to understand interactions in target language.	Repeats often heard words in target language.	Uses social vocabulary to actively communicate and participate in the target language. Begins to use academic vocabulary in the target language.	Asks questions in target language to clarify meaning of idioms and complex interactions. Uses more advanced academic vocabulary in the target language.	Uses context clues and resources to clarify any misunderstandings.
	SLA 2 Comprehension of second language	SLA 2a Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words, phrases and questions in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, shares opinions and engages in discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
	SLA 2 Comprehension of second language	SLA 2b Demonstrates use of words and sentence structure of target language	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.