



Alignment of the
**Experience Developmental
Continuum of Skills**
with
NAEYC Standards





The Experience Developmental Continuum of Skills

This document details the alignment of the **NAEYC Standards**. 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>Curriculum Definition of Standard 2—Curriculum <i>The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</i></p>	<p>Curriculum Design <i>Experience Curriculum is a comprehensive curriculum that is based on the latest research in the field of early childhood education. Experience Curriculum is intentionally designed to support the development of skills across eight domains including: 1. Social-emotional 2. Physical 3. Language and Literacy 4. Mathematics 5. Science 6. Social Studies 7. Creative Development 8. Approaches to Learning</i></p>
<p>2.A—Essential Characteristics</p>	
<p>Topic 2.A <i>Addresses the necessity for a clear, coherent philosophy and explicit educational goals for meeting the learning and developmental needs of all children in an early childhood program. It emphasizes effective use of groupings, settings, and schedules and the importance of materials that reflect not only the lives of the children and families in the program but also the diversity found in society.</i></p>	<p>Curriculum Design Experience Curriculum Framework applies the latest research and theory into practice. <i>Experience Curriculum is grounded in child development research and shaped by constructivist learning theories. Experience Curriculum offers educators practical methods for engaging children in the learning process and supports educators to observe children, document learning, identify a child’s interests and cultural background, and then adapt suggested activities and experiences to best connect with the child’s strengths, needs and interests.</i></p>
<p>Recommended Best Practices</p>	
<p>2.A.1 All programs should have a written statement of philosophy guiding their educational goals. A comprehensive, age-appropriate curriculum guides teachers’ development and intentional implementation of learning opportunities that are consistent with the program’s goals and objectives for children of all ages.</p>	<p>Experience Early Learning Research Foundation: Experience Curriculum specializes in the development and publishing of research-based curriculum, books, music and authentic assessment tools for early childhood teachers and parents around the world. Our mission is to inspire children to experience learning through creative expression, play and open-ended discovery. We believe educational materials that invite children to participate with their whole self (mind, body and spirit) support ongoing development and encourage children to become the authors of their own unique learning stories.</p>

<p>2.A.2 The written curriculum framework should provide a coherent focus for planning children’s experiences. It should also allow for adaptations and modifications to ensure access to the curriculum for all children.</p>	<p>Curriculum Design: Activities, projects and extended learning experiences are intentionally planned to invite children to explore their own curiosities while encouraging them to naturally apply multiple skills throughout the learning experience.</p> <p>Experience Curriculum supports the on-going growth and development of children along the Experience Developmental Continuum of Skills with sequenced benchmark indicators from birth through level 8. The Experience Curriculum System includes the Experience Baby Curriculum, Experience Toddler Curriculum, and the Experience Preschool Curriculum.</p> <p>Each curriculum program is written to support a child’s development of the 36 skills within Experience Developmental Continuum of Skills.</p> <ul style="list-style-type: none"> • Experience Baby Curriculum provides scaffolded supports for skill benchmarks 1 and 2. • Experience Toddler Curriculum provides scaffolded supports for skill benchmarks 2 and 3 • Experience Preschool Curriculum provides scaffolded supports for skill benchmarks 3 through 5.
<p>2.A.3 A comprehensive curriculum includes content, concepts, and activities that foster social, emotional, physical, language, and cognitive development. Curriculum for cognitive development includes key areas: literacy, mathematics, science, technology, social studies, health and safety, creative expression, and appreciation of the arts.</p>	<p>Curriculum Design</p> <p>Experience Curriculum supports the development of 36 skills across 8 domains of learning. A ninth domain features an additional section to outline the learning goals for children who are in the process of acquiring a second language. Each skill includes a set of observable learning goals. We believe child development is a dynamic and gradual process.</p>
<p>2.A.4 The curriculum can be implemented in a way that reflects:</p> <ol style="list-style-type: none"> a. family values, beliefs, experiences, cultures, and 	<p>Curriculum Design: With Experience Early Learning, educators frame experiences around</p>

<p>b. languages of all enrolled children.</p>	<p>thematic studies to help children link past and new knowledge within a playful story platform. Thematic studies reinforce real-world connections and help children learn about themselves, their families, diverse communities, natural habitats and how they fit within the big, beautiful world.</p>
<p>2.A.5</p> <ol style="list-style-type: none"> 1) Teachers can rely on the curriculum goals and objectives to inform their ongoing assessment of children’s progress. 2) The curriculum should provide guidance to teachers about how to integrate assessment information with curriculum goals in order to create individualized learning experiences in the classroom. 	<p>EXPERIENCE ASSESSMENT</p> <p>Experience Assessment invites educators to:</p> <ul style="list-style-type: none"> • Observe through authentic strategies. • Record a child’s developmental progress over time. • Make learning visible and inform planning. • Use technology to organize and share documentation. <p>• Observe through authentic strategies.</p> <p>Experience Early Learning offers a linked assessment system. This means that assessment and curriculum planning are aligned. Experience Curriculum lesson plans clearly identify which skills are integrated within a given learning activity. As children participate in the activity, educators observe the child’s use of the identified skills and document their observations with anecdotes, work samples and progress monitoring reports.</p> <p>Curriculum Design</p> <p>Each program is based on developmental levels rather than age because age is not always an indicator of a child’s level. Each program intentionally overlaps within the developmental continuum so that children have a smooth transition from one program to the next and also can be supported even if their development in one domain is different than another domain. This allows educators to select a curriculum level based on development rather than on age.</p>
<p>2.A.6</p>	<p>ROUTINES</p>

<p>1) The curriculum should allow for the development of a daily schedule that is predictable, yet flexible and responsive to the individual children’s needs. The daily schedule must:</p> <ul style="list-style-type: none"> a. Include both indoor and outdoor experiences, b. Sufficient time and support for transitions, and c. Periods of rest and active play. <p>2) For toddlers, twos, preschoolers, and kindergartners, the schedule should provide time for:</p> <ul style="list-style-type: none"> a. Creative expression, b. Large and small group activities, and c. Child-initiated activities. 	<p>Young children flourish in environments that create routine and where the daily schedule includes large group, small group, and individual discovery experiences. We believe children have a greater chance of success in learning when offered a variety of experiences with a balance of both teacher- and child-initiated activities. We encourage flexibility of routine to allow time for children to lead the depth and direction of investigation. Within each Experience Early Learning activity, educators follow a routine of first asking children to share background knowledge and individual curiosities; then while exploring the activity, the teacher guides them in making connections and reflecting on learning.</p> <p>Experience Curriculum also offers many creative ways for educators to create smooth transitions throughout the day to encourage a child’s sense of self-direction and regulation. A child’s ability to manage oneself and have self-control over their actions and emotions is essential for competent functioning throughout life (Shonkoff & Phillips, 2000). Routines encourage a child’s sense of ownership and belonging within a community. Experience Curriculum helps educators implement routines and opportunities for children to be meaningful contributors to the learning community and environment.</p> <p>Experience Curriculum helps educators establish routines that:</p> <ul style="list-style-type: none"> • Balance teacher- and child-initiated activities. • Allow time for individual, small and group learning. • Encourage a sense of belonging. • Use questions and reflection to link learning. • Use music and fingerplays to create smooth transitions • Link unplanned teachable moments to planned experiences.
<p>2.A.8</p> <p>1) Curriculum materials should represent:</p> <ul style="list-style-type: none"> a. the diverse cultures, 	<p>Experience Curriculum Framework</p> <p>ENVIRONMENT DESIGN</p> <p>Experience Curriculum provides materials that allow children to</p>

<ul style="list-style-type: none"> b. languages, c. ages, d. abilities, and e. genders found in society as a whole. <p>2) Include materials and equipment that accommodate children’s individual needs and special needs.</p> <p>3) The Materials and equipment should:</p> <ul style="list-style-type: none"> a. Provide for children’s safety while also being appropriately challenging. b. Be interactive and encourage exploration, experimentation, and discovery. c. Be readily accessible to children (To encourage and support independent use) d. Change over time to reflect current curriculum concepts and content (To support children’s developing interests and skill levels) 	<p>construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. We provide technology resources and materials to enhance the learning environment and enrich and extend the overall curriculum. The environment influences a child’s development and should reflect his interests, needs and encourage a sense of belonging (Bronfenbrenner, 1979). Experience Curriculum provides materials that allow children to construct knowledge by acting on their environment. We also provide resources that reflect diversity in order to build tolerance and a culture of respect for differences. Educators are supported to include artifacts from their children’s home cultures and evolve the materials based on their children’s emerging interests over time.</p> <p>Experience Curriculum Framework ARTS-INFUSED MODEL • Promotes inclusion of all children. Experience Curriculum is designed to be inclusive of all children and embrace each child’s diverse learning style as well as his unique physical, cultural, linguistic, and socio-economic attributes. All children need to feel included as valued members of the community (Tabors, 2008). The Experience Curriculum arts-infused curricular model allows children to participate and experience activities in many different ways according to skill level, language and physical ability. We embed suggestions throughout each theme on how to adapt activities for children with tactile sensitivities, motor delays, ESL learning, or cognitive delays. Educators can easily modify our creative activities to match the learning goals and needs of each child.</p>
<p>2.A.9 The materials and equipment used to implement the curriculum in infants’, toddlers’, and twos’ classrooms should:</p> <ul style="list-style-type: none"> a. Encourage exploration, experimentation, and discovery and b. Promote physical development through self-initiated 	<p>Experience Curriculum Framework ENVIRONMENT DESIGN • Includes developmentally appropriate learning materials. Experience Curriculum offers a range of developmentally appropriate</p>

<p>movement.</p>	<p>materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences. Experience Curriculum encourages educators to set up the environment to allow hands-on discovery across all domains of learning.</p>
<p>2.B—Social and Emotional Development</p>	
<p><i>Topic 2.B addresses formal and informal plans as well as opportunities for fostering children’s healthy social and emotional growth through the development of friendships, self-regulation skills, empathy, and the ability to resolve conflict in positive ways.</i></p>	<p>Experience Early Learning Research Foundation: Social and emotional development <i>Refers to a child’s ability to identify feelings, self-regulate and build relationships. High-quality relationships correlate to positive outcomes for young children.</i></p>
<p>Recommended Best Practices</p>	
<p>2.B.1 All children have varied opportunities to engage throughout the day with teaching staff who:</p> <ul style="list-style-type: none"> a. are attentive and responsive to them and who b. facilitate their social competence and their ability to learn through interacting with others. 	<p>Experience Early Learning Research Foundation: Social & Emotional Development SED 1 Self-Awareness Shows awareness of self as distinct from others. Expresses needs, wants and preferences.</p>
<p>2.B.2 Children have varied opportunities to recognize and name their feelings and the feelings of others.</p>	<p>Experience Early Learning Research Foundation: Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p>
<p>2.B.3 Children have varied opportunities to learn the skills needed to regulate their emotions, behavior, and attention.</p>	<p>Experience Early Learning Research Foundation: Social & Emotional Development</p>

	<p>SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>Approaches to Learning</p> <p>ATL 1 Attention & Persistence: Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p>
<p>2.B.4 Children have varied opportunities to develop a sense of competence and positive attitudes toward learning, such as persistence, engagement, curiosity, and mastery.</p>	<p>Experience Early Learning Research Foundation:</p> <p>Approaches to Learning</p> <p>ATL 1 Attention & Persistence: Maintains attention on people, things and projects. Persists in understanding and mastering activities, even if challenging.</p>
<p>2.B.5 Toddlers and older children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and using other prosocial behaviors.</p>	<p>Experience Early Learning Research Foundation:</p> <p>Social & Emotional Development</p> <p>Children demonstrate social relationship skills by connecting, cooperating, caring and responding to the needs of others</p> <p>SED 3 Social Relationships: Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.</p>
<p>2.B.6 Children have varied opportunities to:</p> <ul style="list-style-type: none"> a. interact positively, respectfully, and cooperatively with others; b. learn from and with one another; and c. resolve conflicts in constructive ways. 	<p>Experience Early Learning Research Foundation:</p> <p>Social & Emotional Development</p> <p>SED 4 Problem Solving: Children progress from simple trial and error to independently solving problems and making thoughtful, responsible decisions.</p>
<p>2.B.7 Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives.</p>	<p>Experience Early Learning Research Foundation:</p> <p>Social & Emotional Development</p> <p>SED 3 Social Relationships: Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences</p>

	in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.
2.C—Physical Development	
<i>Topic 2.C addresses program plans, materials, and equipment for the support of children's large motor development.</i>	Experience Early Learning Research Foundation: Physical & Motor Development <i>Refers to a child's gross and fine motor skills. Children require adequate nutrition, fitness and personal care to support healthy growth and motor development.</i>
Recommended Best Practices	
2.C.1 Young children achieve mastery of their bodies through self-initiated movement. For infants, toddlers, and twos, gross motor development is promoted by providing an environment that allows them to move freely.	Experience Early Learning Research Foundation: Physical & Motor Development From birth, children are naturally motivated to move and be mobile. Just as movement and exercise are important contributors to the physical and mental health of adults, movement and exercise are extremely important for the motor development of infants and children. In infancy, kicking and playing with feet, rolling over to get a toy and using strength to sit independently all build strong muscles to support later walking, running and upper body strength. Frequent opportunities for movement can also help to strengthen a child's immune system, improve sleep, and help to ease stress and frustration (Jensen, 1998)
2.C.2 Babies and toddlers need to have many different kinds of opportunities to practice emerging skills in: <ul style="list-style-type: none"> a. coordination, movement and balance, and b. sensory–motor integration through activities such as stacking blocks or rings, crawling through tunnels, copying visual cues, or completing simple puzzles. 	Experience Early Learning Research Foundation: Physical & Motor Development PD 1 Gross Motor: Builds strength, coordination and balance of large muscles. PD 2 Fine Motor: Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.

<p>2.C.3</p> <p>1) Preschoolers and kindergartners should be given equipment they can use to engage in large motor experiences that stimulate a variety of skills. Their physical development goals are to develop:</p> <ul style="list-style-type: none"> a. balance, strength, and coordination and b. to enhance sensory–motor integration. <p>2) These older children need physical experiences ranging from familiar to new and challenging such as traffic cone bike courses, impromptu obstacle courses, and sprinklers. It is time for them to learn physical games that have rules and structure (such as hokey pokey, Simon says, red light/green light)</p> <p>3) Children with varying abilities must be able to have large motor experiences similar to those of their peers. Fine motor development (e.g., controlled twisting or turning of the wrists, pouring liquids, fastening clothing, writing) proceeds when young children have many different developmentally appropriate opportunities to use their hands and fingers to act on their environment.</p>	<p>Experience Early Learning Research Foundation: Physical & Motor Development Children demonstrate gross motor skills as they build strength, balance to roll, crawl or walk and coordinate large movements to reach, catch and throw</p> <p>PD 1 Gross Motor: Builds strength, coordination and balance of large muscles.</p> <p>PD 2 Fine Motor: Builds strength and coordination of small movements in hands to pick up, squeeze, twist, cut and manipulate tools and toys.</p>
<p>2.D—Language Development</p>	
<p><i>Topic 2.D addresses program plans and materials for supporting children’s language development. The goals and objectives for language acquisition address both verbal and nonverbal communication and are rooted in ethnic and other community traditions.</i></p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills <i>Refers to a child’s ability to communicate and connect with others through listening, speaking, reading and writing. The impact of language and literacy skills upon a child is significant and multi-layered.</i></p>
<p>Recommended Best Practices</p>	
<p>2.D.1 The curriculum must provide all children with opportunities for language acquisition that align with the program’s philosophy of education and include consideration of family and community</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 1 Listening Understands and interprets language (both words</p>

<p>perspectives. For example, children should be able to experience oral and written communication in a language their family uses or understands.</p>	<p>and gestures). Acts in response to language and verbal cues. LLD 2 Communication Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.</p>
<p>2.D.2 Children should also have opportunities to hear their families' preferred terminology (e.g., pronouns, body parts or functions, or familial relationships) included in classroom use.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 1 Listening Understands and interprets language (both words and gestures). Acts in response to language and verbal cues. LLD 2 Communication Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.</p>
<p>2.D.3 Children need a variety of opportunities to develop competence in verbal and nonverbal communication by responding to questions; communicating needs, thoughts, and experiences; and describing things and events.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 1 Listening Understands and interprets language (both words and gestures). Acts in response to language and verbal cues. LLD 2 Communication Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.</p>
<p>2.D.4 Toddlers and older children should have experiences that develop vocabulary, such as participating in conversations and field trips and hearing and reading books.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 2 Communication Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences.</p>
<p>2.D.5 The curriculum and learning environment should create opportunities for children to have discussions with teachers or with each other. For instance, these can be discussions about solving interpersonal problems or solving problems related to the physical world (e.g., how to retrieve a ball that has gone over a fence, using ramps to make cars go faster or further, putting puzzles together).</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 2 Communication Uses verbal and nonverbal communication to express ideas with increasingly complex vocabulary and sentences. LLD 3 Phonological Awareness Children develop phonological awareness by progressing from enjoying and imitating sounds and rhymes to independently identifying, blending, segmenting, and manipulating large and small units of sound, including creating original rhymes.</p>

<p>2.D.6 If toddlers and older children are nonverbal, staff should know how to use alternative communication strategies with these children.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills LLD 1 Listening Understands and interprets language (both words and gestures). Acts in response to language and verbal cues.</p>
<p>2.E—Early Literacy</p>	
<p><i>Topic 2.E addresses program plans and materials for supporting early literacy through reading, learning letters and sounds, writing, and immersion in a print rich environment.</i></p>	<p>Experience Early Learning Research Foundation: Language & Literacy Skills <i>Refers to a child’s ability to communicate and connect with others through listening, speaking, reading and writing. The impact of language and literacy skills upon a child is significant and multi-layered.</i></p>
<p>Recommended Best Practices</p>	
<p>2.E.1 Infants, toddlers, and 2-year-olds have chances to experience talk, songs, rhymes, routine games (e.g., Patty-Cake, peek a-boo, Itsy bitsy Spider), and books. Staff convey language to individual young ones by:</p> <ul style="list-style-type: none"> a. Using simple rhymes, songs, and interactive games (e.g., peek-a-boo), some of which include sequences of gestures (e.g., where is Thumbkin). b. Every day, little ones should get to hear and respond to various types of books, including picture books, wordless books, and books with rhymes. They need to have regular access to durable books they can explore on their own. 	<p>Experience Early Learning Research Foundation: Language & Literacy Development LLD 1 Listening: Understands and interprets language (both words and gestures). Acts in response to language and verbal cues. LLD 6 Reading Comprehension: Understands concepts of text. Recalls and extends details.</p>
<p>2.E.2 Toddlers and twos should start to have experiences that help them understand that pictures can represent real things in their environment.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Development LLD 4 Alphabetic Knowledge: Children progress from exploring books and letter materials to participating in letter activities and recognizing the first letter and sound in their name.</p>

	<p>They may demonstrate an ability to personally relate to characters or events within the story and answer simple questions about character, setting and plot events.</p>
<p>2.E.5 1) Preschool and kindergarten children should have multiple and varied opportunities to write. For instance, a variety of materials and experiences in the classroom must be provided to help them recognize and write letters of the alphabet. Letters and words can be posted at eye level or put on laminated cards (or both). 2) Books and writing materials and activities should be readily available in art, dramatic play, and other learning centers. Various types of writing are supported, including scribbling, letterlike marks, and developmental spelling. 3) Every day, children have the opportunity to write or dictate their ideas. 4) Children are provided with needed assistance in writing the words and messages they are trying to communicate. Teachers should help children learn to write on their own by providing access to the alphabet and printed words about topics of current interest. 5) Teaching staff must demonstrate the functional uses of writing (signs, lists, stories) and discuss the many ways writing is used in daily life such as shopping lists, letters, cards, journals or diaries, and e-mail.</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Development LLD 7 Writing: Uses scribbles, drawings, letters, characters or words to represent meaning</p> <p>Preschoolers begin to print or copy familiar symbols and letters, especially those found in their own names. They draw lines, shapes or pictures and explain who or what they represent.</p>
<p>2.E.6 1) Preschool and kindergarten children need to develop phonological awareness as part of learning to read and write. 2) Teachers can encourage children to play with the sounds of language (including syllables, word families, and phonemes) using rhymes, poems, NAEYC Early Learning Program Accreditation Standards and Assessment Item 26 songs, and finger plays. 3) Children should be helped to identify letters and the sounds they</p>	<p>Experience Early Learning Research Foundation: Language & Literacy Development LLD 3 Phonological Awareness</p> <p>Infants begin to babble and play with sounds of all kinds, including speech sounds and lip-smacking. When listening to music or nursery rhymes, they will bounce or clap along with the rhythm. Toddlers imitate sounds and tones. When prompted, toddlers will</p>

<p>represent.</p> <p>4) They should be taught to recognize and produce words that have the same beginning and ending sounds.</p> <p>5) Teachers should encourage children’s self-initiated efforts to write letters that represent the sounds of words.</p> <p>6) Kindergarten children are advancing in literacy learning and ready for additional challenges. Kindergarten classrooms should provide opportunities for kindergartners to practice reading words, familiar sentences, and books.</p> <p>7) Kindergartners can be encouraged to identify phonemes (e.g., the word “cat” is made up of 3 phonemes - /k/, /æ/, and /t/ sounds) in words through varied activities, such as writing and games.</p> <p>8) Teachers should encourage each kindergartner to write independently each day. The schedule must allow time for independent writing.</p>	<p>repeat the last word in familiar rhymes and even begin to suggest a missing rhyming word within a poem or song.</p> <p>Preschoolers identify words with a similar beginning sound and indicate when two words rhyme or do not rhyme. Advanced preschoolers may also be able to identify words with a similar ending sound or suggest a series of rhyming words when given a base word.</p> <p>Primary schoolers count syllables in spoken words and isolate and pronounce the sound of each syllable. They recognize blends, digraphs, letter patterns and simple word families.</p> <p>LLD 4 Alphabetic Knowledge: Identifies letters and symbols in print and understands that letters represent sounds.</p>
<p>2.F—Early Mathematics</p>	
<p><i>Topic 2.F addresses program plans and materials for supporting the acquisition of early mathematics, including numbers, operations, attributes, geometry, measurement, time, patterns, and vocabulary.</i></p>	<p>Experience Early Learning Research Foundation: Mathematics <i>Includes a child’s ability to count, understand number sense, manipulate objects in space, create patterns, sort, compare and measure.</i></p>
<p>Recommended Best Practices</p>	
<p>2.F.1</p> <p>1) Early mathematics learning begins in infancy, when infants, toddlers, and twos are provided varied opportunities and materials to experience mathematical concepts, such as more and less, big and small.</p> <p>2) Babies should be able to see and touch different shapes, sizes, colors, and visual patterns (e.g., polka-dots, stripes, zigzags, animal</p>	<p>Experience Early Learning Research Foundation: Mathematics M 1 Number Sense: Understands concepts of number and quantity. M 3 Shapes: Identifies shapes and their characteristics. Infants investigate shapes by holding and exploring objects then begin to try to put one object inside another.</p>

<p>print) in the classroom.</p> <p>3) Toys and other objects in the environment should be selected to help build number awareness.</p> <p>4) Books about counting and shapes should be read to infants, toddlers, and twos.</p>	<p>M 5 Patterns: Identifies, reproduces and creates patterns. Infants play predictable activities with caregivers such as pat-a-cake and peekaboo.</p>
<p>2.F.2</p> <p>1) Toddlers and older children need exposure to many activities and materials that help:</p> <ul style="list-style-type: none"> a. build an understanding of numbers and of number names, and b. their relationship to object quantities and to symbols. <p>2) There should be toys and other objects in the learning environment that children can categorize by shape, size, and color (or by two of these attributes at a time).</p> <p>3) Children should have learning experiences that encourage them to integrate mathematical terms (e.g., more, less, take away, add, equals) into everyday conversation.</p> <p>4) Teachers can introduce number concepts by counting out-loud for toddlers and twos, encouraging older children to count, incorporating counting books, games, and the use of manipulatives and sequencing.</p>	<p>Experience Early Learning Research Foundation: Mathematics</p> <p>M 1 Number Sense: Understands concepts of number and quantity.</p> <p>M 2 Spatial Awareness: Understands how objects move in space and describes their location, e.g., on, under, next to.</p> <p>Toddlers deliberately turn or spin objects to fit them in containers or puzzles and follow simple, positional directions such as on/ off, over/under, and up/ down. They recognize familiar objects that are upside-down and turn them rightside up.</p> <p>M 3 Shapes: Identifies shapes and their characteristics. Toddlers identify by name a few basic shapes, begin to match two identical shapes and explore filling a container then dumping out the contents.</p>
<p>2.F.3</p> <p>1) The curriculum for preschool and kindergarten children should include teaching the concept of measurement, using both standard (e.g., imperial and US units of length, weight, area, volume, or time) and nonstandard (e.g., unit blocks, foot lengths, arm spans, lengths of rope) units of measurement.</p> <p>2) Kindergartners can also be taught to assign numerical values to measurements.</p>	<p>Experience Early Learning Research Foundation: Mathematics</p> <p>M 4 Measurement: Estimates, measures and compares size, weight, length or volume. Preschoolers use nonstandard measurement tools to estimate approximate size or volume. They order multiple objects by one feature using the process of elimination and describe the order using first, then and last. Primary schoolers make logical estimations and use standard measurement tools to check their estimations. They will correctly order</p>

	<p>multiple objects by two or more features and order events in time. They also compare and explain how much longer one object is than another by using standard units of measurement.</p>
<p>2.F.4 Through toys and other objects in the learning environment, as well as through intentional teaching, these children should be exposed to the basic concepts of geometry by, for example:</p> <ul style="list-style-type: none"> a. naming and recognizing two- and three-dimensional shapes, and b. recognizing that figures are composed of different shapes. 	<p>Experience Early Learning Research Foundation: Mathematics M 3 Shapes: Identifies shapes and their characteristics. Preschoolers identify four to six basic shapes and begin exploring 2D and 3D shapes. With a guide, preschoolers put together six to twelve pieces to make a whole object. Primary schoolers identify objects as two or three- dimensional shapes, create complex shapes by putting together simple shapes and break down complex shapes into simple shape pieces. They begin to separate a shape into halves, thirds and fourths.</p>
<p>2.F.5. Children should also learn to recognize and name repeating patterns (e.g., circle, circle, square, circle, circle, square..., yellow, blue, red, yellow, blue, red...).</p>	<p>Experience Early Learning Research Foundation: Mathematics M 5 Patterns: Identifies, reproduces and creates patterns. Infants play predictable activities with caregivers such as pat-a-cake and peekaboo. Toddlers attempt to mimic vocal and physical patterns by clapping or playing follow the leader games. They begin to copy simple two-step patterns, such as red-blue, red-blue. Preschoolers create and extend two-step patterns and play memory games. With help, they begin to copy and extend three- or four step patterns. Primary schoolers determine the missing piece of a pattern within a sequence and recognize simple patterns in their environments. They begin to develop and explain their own formulas for creating a variety of patterns</p>

<p>2.F.6 Kindergartners must be provided with experiences that teach them to use numerical symbols and to explore mathematical operations, such as adding, taking away, and dividing quantities into equal and unequal subsets.</p>	<p>Experience Early Learning Research Foundation: Mathematics M 1 Number Sense: Understands concepts of number and quantity.</p>
<p>2.F.7 Teachers can encourage kindergartners to use written mathematical representations in everyday experiences. Curriculum for kindergartners should also include learning how to create, represent, discuss, and extend repeating and growing patterns (e.g., 1, 2, 4, 8...; A, A, B, A, B, C, A, B, C, D...).</p>	<p>Experience Early Learning Research Foundation: INDIVIDUALIZED INSTRUCTION • <i>Is linguistically responsive</i> 3. Language for Mathematics: The Experience Curriculum includes hands-on Manipulatives and visual aids which are intentionally paired with daily math experiences so that children can connect number and math terms to tangible experiences.</p> <p>Mathematics M 5 Patterns: Identifies, reproduces and creates patterns.</p> <p>Preschoolers create and extend two-step patterns and play memory games. With help, they begin to copy and extend three- or four step patterns. Primary schoolers determine the missing piece of a pattern within a sequence and recognize simple patterns in their environments. They begin to develop and explain their own formulas for creating a variety of patterns.</p>
<p>2.F.8 Preschool and kindergarten children can be helped to build an understanding of time in the context of their lives, schedules, and routines such as morning and bedtime routines, daily schedules, when a sibling or other relative will be born, or when a special relative or friend will visit. Kindergartners should be introduced to conventional tools for understanding time, such as calendars, clocks, and timers.</p>	<p>Experience Early Learning Research Foundation: ROUTINES • <i>Balance teacher- and child-initiated activities</i> An age-appropriate schedule for preschoolers is built around large blocks of time during which children move freely about the classroom, self-selecting activities in which to engage alone or with others. Allowing children to choose the activities in which they will participate promotes enthusiasm for school, self-confidence, and creativity (Hirsh-Pasek, 1991). Picture Schedules help children understand what will come next and invite them to participate in the flow of the day. A daily schedule includes time for naps, meals, free play in centers,</p>

	<p>group time, outdoor time and small group projects or workshops.</p> <p>Social & Emotional Development SED 2 Self-Regulation: Identifies feelings and manages behavior in times of stress. Exhibits self-control and ability to calm self. Reacts to changes in routine.</p> <p>Preschoolers recognize personal feelings, control impulses with reminders and—with support—negotiate ways to handle nonroutine transitions. For example, if they anticipate a change in routine, preschoolers will prepare themselves by finding a desired thing or person.</p> <p>Primary schoolers identify and explain personal feelings and describe the appropriate response to their varying emotions. They will demonstrate an ability to swiftly transition from one activity to the next and help others through the transition. They begin to adapt quickly to new situations with minimal stress and apply strategies to adjust and calm themselves in new or stressful situations.</p> <p>Math M 4 Measurement: Estimates, measures and compares size, weight, length or volume.</p>
<p>2.G—Science</p>	
<p><i>Topic 2.G addresses program plans for experiences and materials that support children’s scientific inquiry and knowledge through observation, the use of simple tools, representation of findings, and the use of scientific terminology and vocabulary.</i></p>	<p>Experience Early Learning Research Foundation: Science <i>Includes a child’s ability to inquire, predict and evaluate observations. They support a child’s ability to explore everyday life, physical properties and to make sense of concepts such as weather, natural habitats and technology.</i></p>

Recommended Best Practices	
<p>2.G.1 Science learning is rooted in the experience of our five senses (sight, touch, hearing, taste, and smell). Infants, toddlers, and 2-year-olds begin to learn physics, chemistry, and biology when they have many chances to:</p> <ul style="list-style-type: none"> a. Use their senses to learn about objects in the environment, b. Discover that they can make things happen, and c. Solve simple problems. 	<p>Experience Early Learning Research Foundation: Science</p> <p>SCI 1 Investigation & Inquiry: Observes, inquires and investigates objects and events to gain understanding</p> <p>Infants look for a person or toy that has moved out of sight, indicating that they are aware of changes in their immediate surroundings.</p> <p>Toddlers ask one- to two-word questions to gain understanding and use their senses to explore their environments. They investigate an object or group of objects in multiple different ways.</p> <p>Preschoolers wonder, predict outcomes, record observations through drawings and describe and compare their observations. They use past knowledge to explain observed changes and try out many possible solutions to a given problem. They will identify personal interests, seek more information and express a willingness to share discoveries with others.</p> <p>Primary schoolers inquire about a scientific phenomenon and explain which prediction seems most probable. They use prior knowledge and gathered information to make simple inferences, experiment to gather information, record findings in tables, charts and diagrams then explain the sequence of their problem-solving strategy. They begin to solve both real and hypothetical problems by connecting personal experiences to possible solutions.</p> <p>SCI 3 Physical Science: Explores forces, motion and materials and how they change.</p> <p>Infants begin to learn skills in physical science by exploring the impact and influence of themselves on their environments, kicking their feet or shaking their arms to make other objects move.</p>

	<p>Toddlers react to changes in texture, smell, sound or sight. They will begin to explore motion by moving, rolling, blowing on or dropping a toy.</p> <p>Preschoolers demonstrate an ability to explain how common vehicles, animals and people move. They sort objects by type of movement and describe the basic physical properties of objects and materials. They begin to experiment with and explain invisible forces, such as gravity and magnets. They will manipulate matter and observe any physical changes that may occur as a result of their manipulation.</p> <p>Primary schoolers experiment and compare the movement of various objects on a variety of surfaces and by classifying and sorting materials by physical properties. They begin to recognize that materials move differently on different surfaces and explore how force is used to change the direction of moving objects. They will explore forces, motion, technology and how things work.</p>
<p>2.G.2 Preschoolers and kindergartners should be provided varied experiences and materials to learn key content and principles of science, such as:</p> <ul style="list-style-type: none"> a. › The difference between living and nonliving things (e.g., plants versus rocks) b. › Life cycles of various organisms (e.g., plants, butterflies, humans) c. › Earth and sky (e.g., seasons, weather, geologic features, light and shadow, and sun, moon and stars) NAEYC Early Learning Program Accreditation Standards and Assessment Item 28 d. › Structure and property of matter (e.g., characteristics that include concepts such as hard and soft, floating and sinking) e. › The behavior of materials (e.g., transformation of liquids and solids by dissolving or melting) 	<p>Experience Early Learning Research Foundation: Science</p> <p>SCI 2 Natural & Earth Science: Understands living and nonliving things, their characteristics and how they change.</p> <p>Preschoolers start to describe the weather and climate. They recognize if an object can grow, eat or move. They begin to understand the concept of basic needs for living things to survive and sort organisms as living or nonliving. They explain how changes in weather and climate may affect a living thing and their own daily life.</p> <p>Primary schoolers describe features of living things and group them by similar features. They make connections between climate and which type of living things can or cannot survive in those ecosystems.</p>
<p>2.G.3</p>	<p>Experience Early Learning Research Foundation:</p>

	engage in conversation.
2.H—Technology	
<i>Topic 2.H addresses program plans for experiences and materials that support children’s use of technology that extends learning in the classroom as well as integrates and enriches the curriculum.</i>	Experience Early Learning Research Foundation: Science SCI 4 Technology: <i>Explores technology and how things work.</i>
Recommended Best Practices	
2.H.1 Technology can be a constructive tool in the early learning environment. Technology is also a curriculum topic in its own right, as technical literacy is essential in modern life. While the role of technology in the life of young children is rapidly changing, there are some well-established best practices enabling early learning programs to harness the constructive use of technology while avoiding the harmful effects of too much technology at the expense of other experiences. First, the use of passive media, such as television, movies, and other digital video or audio content, should be limited to developmentally appropriate programming. Preschool and kindergarten children should have opportunities to access interactive technology (e.g., audio recorders, microscopes, tablets) that they can use by themselves, collaboratively with their peers, or with teaching staff or parents. Teachers should plan and use technology in intentional ways to extend learning within the classroom and to integrate and enrich the curriculum.	<p>Experience Curriculum Framework ENVIRONMENT DESIGN • <i>Uses technology to support discovery and learning</i></p> <p>We provide many online resources that support our curriculum and extend classroom experiences. We encourage educators to use technology in a way that expands, enriches, and individualizes the overall experience with the curriculum. We encourage the exploration of various forms of technology in our lesson plans while considering the fact that all of our teachers and families may not have access to the same types of resources.</p> <p>We create technology resources that invite children to explore music and creative arts. We write and produce our own original CD of children’s music to complement each Experience Early Learning theme.</p> <p>We integrate technology to encourage mental and physical fitness. Our Dance ‘n Beats supplemental program is a research based movement program that helps children learn 21 movements that increase muscle control, encourage physical fitness, and foster a joy for learning.</p> <p>We encourage children to explore everyday technology woven into thematic studies. They explore kitchen tools, clocks, light and shadow, ramps and simple machines.</p>

<p>2.J—Creative Expression Appreciation for the Arts</p>	
<p><i>Topic 2.J addresses program plans and materials for supporting children’s expression of and engagement in art, music, dance, and drama.</i></p>	<p>Experience Early Learning Research Foundation: Creative Arts <i>Activities that actively engage children’s imagination through music, dance, visual arts, and dramatic play</i></p>
<p>Recommended Best Practices</p>	
<p>2.J.1 The curriculum for children of all ages must provide opportunities to learn about the visual arts, the music, dance, and the dramatic arts of diverse cultures.</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL Experience Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theater, dance, creative movement, inventive thinking and design. Our arts-infused model provides a stage on which children can play, create and act out their imaginations.</p>
<p>2.J.2 Toddlers and twos also should have access to many materials that encourage pretend or imaginative play.</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL • Provides a stage for creative play and learning. We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, and then express their creativity in how they use it.</p>
<p>2.J.3 Preschoolers and kindergartners should have chances to view and respond to the art of other children and adults.</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL • Stimulates the senses Learning is an active, social process. As children touch, hear, taste, and create, we offer many opportunities for them to share their discoveries with peers and teachers. Whether they are comfortable</p>

	<p>sharing verbally or prefer to express themselves nonverbally, they have multiple opportunities to express themselves through dance, drawing, role-playing, singing or dramatization.</p>
<p>2.J.4 The curriculum should promote creative expression for children of any age and ability.</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL The arts-infused model applies consistent sensory-based techniques that are adaptable and inclusive to diverse children (Manville, Metz, Gibbs, & Chen, 2011). Through multisensory, hands-on art experiences, children participate in a variety of activities across all domains of learning. Our arts-infused model supports the idea that all children are capable, beautiful, and have the right to discover and construct knowledge through play.</p>
<p>2.J.5 Infants, toddlers, and twos should be able to explore and manipulate various age-appropriate art materials. They need opportunities to express themselves through moving freely to music.</p>	<p>Experience Early Learning Research Foundation: ENVIRONMENT DESIGN • Includes developmentally appropriate learning materials. The Experience Curriculum offers a range of developmentally appropriate materials that foster investigation, open-ended exploration and inquiry. Children construct knowledge from their own personal experiences with people and objects in their environment and file away their understandings in their mental schemas. As children grow and develop, their mental schemas evolve to incorporate new information about their environment and experiences.</p> <p>INDIVIDUALIZED INSTRUCTION • Adjust to a child’s developmental level Music and Movement: Music and Movement is used daily to invite children of diverse abilities and levels to share in a community of experiences. Children hear different music genres, diverse instruments and rhythm patterns representative of diverse traditions and cultures. Creative movement-prompts invite children to express emotions safely through movement.</p>

<p>2.J.6 Curriculum for toddlers and older children must introduce new concepts and vocabulary related to:</p> <ul style="list-style-type: none"> a. Visual art (e.g., texture, sculpture, collage, media), b. Music (e.g., tempo, musician, rhythm, drum), c. Dance (e.g., movement, jump, wiggle, ballet, float), and d. Drama (e.g., pretend, imagine, emotions, make believe). 	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL Experience Curriculum incorporates art throughout all learning experiences. Art includes music, storytelling, dramatic play, visual art, theater, dance, creative movement, inventive thinking and design.</p> <p>Creative Arts CA 1 Music: Expresses through music and develops rhythm and tone. CA 2 Dance & Movement: Expresses through dance and develops movement techniques. CA 3 Visual Arts: Expresses through 2D and 3D visual art. Develops artistic techniques. CA 4 Drama: Participates in dramatic and symbolic play. Uses props to represent other objects or ideas.</p>
<p>2.J.7 Daily projects should provide children with many chances to develop and widen their repertoire of skills that support self-expression in the visual arts (e.g., cutting, gluing, and caring for tools).</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL • Provides a stage for creative play and learning. The arts-infused model provides a stage for children to play out their ideas and imaginations to become the authors of their own learning stories. Creativity allows children to take risks, make choices, connect old and new information, and explore their imaginations in personally meaningful ways.</p>
<p>2.J.8 As skills and vocabulary expand, preschoolers and kindergartners should have:</p> <ul style="list-style-type: none"> a. Many open-ended opportunities, and b. Materials to express themselves creatively through: <ul style="list-style-type: none"> • Music • Drama • Dance, and • Two- and three-dimensional visual arts 	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL • Stimulates the senses Experience Curriculum provides guidance within the lesson plan books to assist teachers on how to interact with children in ways that extend the child’s natural exploration, thinking, and communication. Supports include the embedded open-ended question prompts, ideas for additional materials to add to centers, rich vocabulary paired with real photos to help extend a child’s conceptual knowledge and understanding of skills across domains.</p>

	<p>Experience lesson plans feature 4-6 daily ideas that integrate art with skill-based learning. We encourage a range of art experiences, including open-ended art projects, music and movement activities, pretend play, as well as suggestions on how to create homemade costumes or dramatic play props to use in storytelling. We often include the supplies needed to make these props within the curriculum resource kits. Children problem solve as they make their props, and then express their creativity in how they use it.</p> <p>INDIVIDUALIZED INSTRUCTION • Adjust to a child’s developmental level</p> <p>Invitation to Create Process Art: Art is for all ages and can adapt to all developmental levels. The artistic process is unique to each child. We offer open-ended process art experiences called “Invitation to Create.” Children explore the art process according to their imagination and development. Art invites children to independently plan, create, reflect, redo and either display or play with their creations. Teachers are given prompts and open-ended questions that they can ask children as they create to encourage creative and critical thinking skills.</p> <p>Make and Play Projects: Make and Play Projects invite children to design their own dramatic play props, instruments or games. These projects encourage children to use problem- solving and fine motor skills in the construction of the prop and the creative process afterwards in how they play, sing or dance with their prop. In the lesson plan book, we offer suggestions on how to encourage children to play with their creations and continue learning beyond the creation process. When children participate in the process of creating a math game, a dramatic play headband, or story-telling puppet, they play with greater purpose, pride and increased attention span (Paley, 2004).</p>
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<p>2.K —Health and Safety</p>	
<p><i>Topic 2.K addresses program plans and materials that support children’s understanding and practice of sound health, nutrition, and safety practices.</i></p>	<p>Experience Early Learning Research Foundation: Physical & Motor Development PD 3 Safety: Shows awareness of safe practices and demonstrates them when participating in activities. PD 4 Personal Care: Responds to and initiates routines for hygiene, feeding and dressing self. PD 5 Nutrition: Demonstrates knowledge about nutrition and healthy food choices.</p>
<p>Recommended Best Practices</p>	
<p>2.K.1 1) The curriculum and daily routines of a classroom can provide toddlers and older children with many opportunities to establish and practice habits to promote good health, such as serving and feeding themselves; getting enough rest, good nutrition, exercise; washing fruits and vegetables before consumption, hand washing and tooth brushing. 2) Lesson plans, play experiences, and classroom materials should help children learn about nutrition. Children should be taught to identify sources of food. They can learn to recognize, prepare, eat, and value healthy foods.</p>	<p>Experience Early Learning Research Foundation: Physical & Motor Development PD 5 Nutrition: Demonstrates knowledge about nutrition and healthy food choices. <i>Children demonstrate nutrition knowledge by communicating their nutrition needs and making healthy food choices. This will look different at each phase of the developmental process:</i></p> <p>Infants demonstrate early nutrition knowledge by crying when hungry or tired. Toddlers communicate when hungry, thirsty or tired and feed themselves finger foods. They anticipate the need to eat, rest and drink. They will feed themselves soft foods with a spoon or other utensil. Preschoolers begin to serve themselves and feed themselves. They identify food groups, differentiate between healthy and unhealthy foods and choose between two appropriate food options when hungry. Primary schoolers describe the digestion process and what happens after we eat food. They begin to describe the function of basic organs.</p>

	<p>Primary schoolers explain the importance of nutrition, exercise and rest in maintaining wellness. With a few reminders, they demonstrate an ability to maintain personal hygiene independently. They describe how to deal with health concerns of themselves and others.</p>
<p>2.L —Social Studies</p>	
<p><i>Topic 2.L addresses program plans and materials for supporting children’s understanding of social roles and rules, the local community, their own contributions to the well-being of the social and physical environments in which they live, and diversity not only within their classroom but also in the larger world.</i></p>	<p>Experience Early Learning Research Foundation: Social Studies <i>Refers to children’s ability to understand themselves in relation to the surrounding community and world. It includes exploration of roles, responsibilities and cultural traditions.</i></p>
<p>Recommended Best Practices</p>	
<p>2.L.1 As a foundation for learning about others and the world around them, infants and other children need learning experiences that foster positive identity and an emerging sense of self and others within the context of their family, culture (e.g., ethnicity, religion), nationality, industry, or other groups they are a part of.</p>	<p>Experience Early Learning Research Foundation: ARTS-INFUSED MODEL • Promotes inclusion of all children. Experience Curriculum is designed to be inclusive of all children and embrace each child’s diverse learning style as well as his unique physical, cultural, linguistic, and socio-economic attributes.</p>
<p>2.L.2 They must have opportunities to feel part of a classroom community, so that each child feels accepted and gains a sense of belonging</p>	<p>Experience Early Learning Research Foundation: INDIVIDUALIZED INSTRUCTION • Is culturally responsive. Our mission is to ensure that the design of tools are both intrinsically inclusive and accessible to all children according to their needs while also helping children build empathy and curiosity for others who may look, sound, or act differently than themselves. The Experience Curriculum encourages children to learn about diverse cultures, people and places through the inclusion of photos, art, books and music that represent diverse cultures, people, places and traditions. By inviting families to share stories and artifacts, children will develop a sense of self as well as a belonging within the classroom environment.</p>

<p>2.L.5 Preschool and kindergarten children are ready to engage in discussions about fairness, friendship, responsibility, authority, and differences. These discussions are reinforced when children are allowed to contribute to the well-being of their classroom and the community by taking care of the social and physical environments in which they live. With the program environment as a microcosm, children can learn how people affect their environment in positive ways (e.g., recycling) and negative ways (e.g., polluting).</p>	<p>Experience Early Learning Research Foundation: Social Studies SS 2 Civics & Economics: Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items. Preschoolers follow familiar rules and help make group decisions. They will ask before taking an object that does not belong to them and offer a toy or object to another person. They begin to suggest new rules in a variety of situations. Primary schoolers identify their individual rights and determine if rules support the common good. They describe ways one might use money, goods or services. They begin to describe different levels of government (local, state, national) and use voting to make democratic decisions with their class. They begin to explain why people work together and how they use trade to get what they need and want.</p>
<p>2.L.6 Environmentally responsible practices are reinforced when the program creates opportunities to educate families as well as children on eco-healthy practices such as the importance of washing fruits and vegetables before eating them, using non-toxic toys and art supplies, monitoring outdoor air quality, and using least-toxic and fragrance free cleaning products.</p>	<p>Experience Early Learning Research Foundation: FAMILY CONNECTIONS • <i>Extend learning from school to home.</i> Our curriculum includes resources and suggestions to actively engage families and extend learning from the classroom to the home. Monthly Family Newsletters contain activities, recipes and songs that connect learning in the classroom to educational opportunities in the home.</p>
<p>2.L.7 Preschool and kindergarten children can begin to learn about geography and economics.</p> <ol style="list-style-type: none"> 1) They should be provided experiences and materials to learn about physical characteristics of their local environment such as nearby rivers, gardens, parks, and buildings. 2) A foundational understanding of economic concepts (e.g., money, buying and selling, wants vs. needs, the value of things) can begin with such activities as playing restaurant, managing a store, and identifying and exchanging money. 	<p>Experience Early Learning Research Foundation: Social Studies SS 3 Geography: Identifies types of places and interacts with maps Preschoolers identify different types of water bodies, streets, buildings and landmarks in their community. They explain the purpose of different types of structures such as bridges and buildings. They ask questions about landmarks and begin to use or draw their own maps. Primary schoolers identify and describe various types of landforms and natural resources, locate familiar places on maps and use cardinal</p>

	<p>directions to follow and give directions. They explain how the physical features of an environment affect how people live. They use a variety of maps to gather information about a place or environment.</p> <p>SS 2 Civics & Economics: Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.</p> <p>Preschoolers follow familiar rules and help make group decisions. They will ask before taking an object that does not belong to them and offer a toy or object to another person. They begin to suggest new rules in a variety of situations.</p> <p>Primary schoolers identify their individual rights and determine if rules support the common good. They describe ways one might use money, goods or services. They begin to describe different levels of government (local, state, national) and use voting to make democratic decisions with their class. They begin to explain why people work together and how they use trade to get what they need and want.</p>
<p>2.L.8 Kindergartners are also ready to learn about their hometown, their state, the United States, and their country of origin. Teachers should help them link this learning to an understanding of the concepts of geography, history, and social studies.</p>	<p>Experience Early Learning Research Foundation: Social Studies SS 3a & SS 3b Geography: Identifies types of places and interacts with maps</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	PDS 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.

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
 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.