

Developmental Continuum of Skills

	dren develop at	a unique pace.	Infant	Toddler		Preschool		Pre - Primary	Pri	mary
Skill		Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
1 Self-Concept	1.1 Express	ses preferences	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.	When given two to three options, chooses his/ her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that ear person is unique and has his/her own t
	•	esponsibility	Responds as caregiver takes care of his/ her needs	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.	Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.		Shows respect for others' personal space and belongings.	feelings and preferences. Takes care of self or another while cons the needs of the greater group.
		es and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial	Experiments and role-plays with a range of	Recognizes personal feelings. Controls impulses		Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may	Applies strategies for managing own e
		s rules and routines	Reacts to tone of voice and expression.	expressions and gestures. Soothes self. Cooperates during familiar routines and	emotions. With prompting, follows rules and routines.	with reminders. Follows rules and routines. Expresses feelings	Explores personal limits. Identifies when others are or are not following familiar rules and	Participates in setting, defining and following	result from a given situation. Explains why rules and regulations are important and what might happen if they are	and behaviors. Follows explicit and implied rules in va
2 Self-Direction			Focuses for a short time when others interact	redirection. Attends to what others are looking at or	Focuses on an engaging activity for a short	about fairness. Practices or repeats an activity many times until	routines. Sustains focus for at least five minutes,	rules. Sustains focus for at least ten minutes even if	not followed. Sustains focus for at least thirty minutes even if	situations with few reminders. Sustains focus for forty-five minutes eve
		ins attention	with him/her.	pointing to. Responds to cues that signal a change in the	period of time independently or with an adult. Anticipates what comes next within a daily routine	successful. Recognizes when the typical routine is not	persisting even if there are problems or distractions. With support, negotiates ways to handle non-	there are distractions. Transitions from one activity to the next and	there are distractions. Describes strategies to adjust and calm oneself	are distractions. Adapts to new situations quickly and v
		ons and adapts	Reacts to changes in routine.	daily routine.	Redirects to a new activity with help from caregive	rs. followed and identifies the change.	routine transitions.	helps others through the transition.	in new or stressful situations.	minimal stress.
2 Social	3.1 Builds	positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person	Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationsl as those with family, friends and tead
3 Social Relationships	3.2 Cooper	rates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.	Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly wit group.
Retuiloriships	3.3 Cares f	or and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.	Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include another person.
	4.1 Builds s	strength and balance	Sits independently and pulls self into a standing position.		Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side-to-side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strength muscles and increase endurance.
4 Gross Motor		nates large movements		Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.	Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex moven continuous play.
	5.1 Control	s small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.	Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects.	Beads, grasps and stacks objects of with speed and accuracy. Uses appropriate spacing between la
5 Fine Motor	5.2 Uses di	rawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.	Uses fingers to grasp and manipulate drawing/ writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	words. Controls the size and placem numbers or details in drawings.
6 Health	6.1 Makes exercis	healthy food and e choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.	Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related nutrition, exercise and rest.
			Receives appropriate healthcare from	Recognizes the difference between dirty and	With help, participates in healthy habits and	Describes the function of basic body parts. Regulates toileting and hand-washing needs.	Explains how germs spread and simple	with few reminders. When feeling sick, describes symptoms. Recognizes the difference between contagious	Describes the functions of basic organs.	Describes how to deal with health c
and Safety		es good hygiene	caregivers.	clean. Points to body parts when prompted. Responds to possible dangers in environment and	healthcare routines. Names body parts.	Describes how s/he feels and the location of pain	strategies for preventing the spread. Describes reasons for safety rules and reminds	illnesses and noncommunicable diseases or conditions. Applies general safety rules to a variety of	Maintains personal hygiene with few reminders. Identifies emergency situations. Describes how	self and others. Takes appropriate initiative in dange
	6.3 Demon	strates safe practices	Expresses distress when needs are not met.	avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks help.	others to follow them.	everyday situations with little prompting.	to get help and behave during them.	emergency situations.
7 Listening	7.1 Compre	ehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.	Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks q clarify or deepen understanding. Re- ideas shared orally.
Comprehension	7.2 Follows	s verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.	Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that I directions or requests.
		unicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to	Communicates needs, desires and ideas using	Asks simple questions and stays on topic for two	Tells stories and engages in conversations	Explains thoughts about familiar people, places	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic	Uses expression, tone and pacing to
8 Communication	1			communicate.	simple sentences.	to three exchanges. Speaks in sentences but does not always follow.	through multiple exchanges. Speaks in simple complete sentences. Uses	and events. Speaks audibly, Makes nouns plural by	throughout discussion. Uses many types of sentences, including simple	Clarifies meaning during a discussion
	8.2 Speaks	in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.	Speaks in sentences but does not always follow grammatical rules. Describes familiar people, places and objects.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. Uses new or technical words learned in	and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns conjugated verbs. Explains the difference between closes.
9 Vocabulary	9.1 Builds v	vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object is called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between clos words. Uses multiple strategies to de and learn the meaning of unfamiliar
10 Phonological	10.1 Hears s	small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.	Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes in words.
Awareness	10.2 Identific	es rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.	Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of a given word is the rhyme and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, incl prefixes and suffixes.
11 Concepts of Prin	nt 11.1 Demon	strates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to	Recognizes common types of text (poem, storybook, fact book). Names author and	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a sincluding the introduction, problem
		-		Identifies a familiar object or person when	each page.		the beginning of the next line. Names all upper and lowercase letters when	illustrator. Identifies punctuation.		conclusion. Decodes words with common prefix
12 Letter/Word	12.1 Identific	es letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print, such as his/her name, mom, dad or stop.	presented in random order. When shown a two to three letter word, can find it in print.	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	suffixes. Uses context or rereads to a meaning of unknown words.
Recognition	12.2 Makes	letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/ her name.	Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word skills to decode unfamiliar words.
100	13.1 Respon	ds to text	Interacts by reaching or patting when a book is read	Points to pictures and repeats words from	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 a story and shares a similar experience or object from	With support, compares similarities between two texts	Makes many text-to-text, -self and -world connections. Compares similarities and	Evaluates texts based on content, pe experiences and knowledge of the
13 Reading	•		is read.	familiar stories.	'	Expresses likes or dislikes within the story.	own life.		differences between two texts. Retells stories and includes key details. Asks	Compares the main points of two te Summarizes texts and their message
Comprehension	13.2 Retells,	asks and answers questions	Holds book and looks intently at each page.	Answers "Where is?" questions by pointing.	Answers "What?" questions about stories and books. Recalls the name of the main character.	Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	and answers questions about setting, characters and events. Explains who is speaking at various	the points of view of various charact how they each respond to challenge
				W.I	Writes letter-like forms and creates his/her	Attempts to print or copy familiar symbols and	Prints first name. Copies print. Uses inventive	Prints first and last name. Prints upper and	Prints first and last name with proper	in the story. Writes simple and compound senter
14 Emergent Writing		name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	own symbols.	letters, especially those in own name.	spelling.	lowercase letters appropriately.	capitalization. Writes simple sentences. Begins to use traditional spelling.	commas. Checks and corrects spelli
<u>-</u>		ses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.	Draws lines, circles or other shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information order. Uses descriptive words in wri
				Recognizes the numeral one and sees other					Identifies numerals to one hundred and	Compares and orders numerals to a
	15.1 Identific	es numerals	Hears numbers in everyday context.	numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	understands place value to the hundreds place. Counts in sequence to 120 from a given	thousand, understands place value of identifies if a number is even or odd
15 Number Concepts	15.2 Counts	to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds thousand. Adds and subtracts within
	15.3 Unders	tands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted	Solves addition and subtraction problems within ten	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4,	of the equal sign and determines if a given	Solves for the unknown in one- and addition or subtraction word proble
	16.1 Identific	es shanes	Manipulates objects that are a variety of shapes.		Identifies a few basic shapes.	and recounts. Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-	7=5+2). Describes objects in the environment as two-	addition or subtraction equation is true or false. Describes and draws defining features of	problem-solving strategies. Identifies and draws complex shape
16 Shapes				······································	Puts together two to three pieces to create a	Uses a guide to put together six to twelve pieces	dimensional shapes using own words. Creates a whole object from many pieces	and three-dimensional shapes. Creates complex shapes by putting together	shapes. Builds and analyzes complex shapes constructed	Separates a shape into halves, third
•	16.2 Manipu	ulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	whole object.	to make a whole object.	without using a guide.	other shapes. Takes apart complex shapes into simpler shape pieces.	from simpler shapes. Separates circles and rectangles into two and four equal parts.	fourths.
17 Spatial	17.1 Flips ar	nd rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are upside-dow and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have beer or flipped and describes the transla
Awareness	17.2 Determ	ines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/ off, over/under and up/down.	When prompted, finds or places objects next to between, in front of or behind self.	When prompted, finds or places objects next to, between, in front of or behind objects not	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.		Uses representations, coordinate sys maps to identify locations of objects
18 Patterns			Plays predictable activities with caregivers such	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue	related to self. Creates and extends two-step patterns.	Creates and extends three- and four-step patterns	Determines the missing piece of a pattern within	Creates or extends increasing or decreasing	Develops and explains his/her own
and Sorting		es and creates patterns	as patty-cake and peek-a-boo.		red-blue. Sorts objects by one feature, such as size		and plays complex memory games. Sorts objects by more than one feature and	a set sequence. Recognizes simple patterns in the environment. Identifies, sorts and classifies objects by at least	patterns. Answers questions about data or objects sorted	creating a variety of patterns. Uses graphs and charts to represent
		es, sorts and charts	Recognizes familiar people and objects. Recognizes when to use whole hand or just two	When shown one object, finds the match. Explores size and weight of objects in relation	or color. Determines which object is bigger (heavier,	by a different feature. Uses non-standard measurement tools to	explains why. Estimates (not always logically) size and	two features. Makes logical estimates and uses measurement	in up to three categories. Explains which measurement tool makes the	in up to four categories. Tells time. Estimates length in inches,
19 Measurement	19.1 Estimat	es and measures	fingers to pick up an object.	to self.	longer) when given two objects.	estimate approximate size or volume. Verifies estimation with help. Orders multiple objects by one feature using	Estimates (not always logically) size and volume. Measures and describes findings. Arranges and orders multiple objects by size,	tools to check estimation.	most sense for the object being measured. Tells time in hours and half-hours.	centimeters or meters. Measures and a variety of measurement standards. Compares and explains how much I
	19.2 Compa	res and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	process of elimination. Describes order using first, then and last.	length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	object is than another using standard measurement.
20 Logic	20.1 Solves	problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.	Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through potential results.	Explains the sequence of his/her problem- solving strategy.	Solves hypothetical problems by cor personal experiences to possible sol
	21.1 Identifi	es community and		Recognizes the difference between a familiar		Describes family members and their relationship	Identifies roles of self and others and describes	Compares roles, rules and responsibilities	Describes how roles and responsibilities or	Identifies features in rural, urban an
0.7 5 11: 1	family		Responds to primary caregivers.	and unfamiliar person.	Identifies familiar people and pets.	to self. Identifies and role-plays familiar community helpers.	the job each may do.	between different groups.	families and groups change over time.	communities and how these features roles and responsibilities.
21 Families and Communities	21.2 Explore	es cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and event impacted familiar cultures and tradi
Commonnes	21.3 Respec	ts diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side	Identifies physical similarities and differences between self and others.	<u>'</u>	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures	Demonstrates an understanding that some people have different needs or beliefs than self	Demonstrates respect for people who
	<u>.</u>		Attends to others in immediate environment.	in a book or a mirror.		Follows familiar rules and helps make group		Discusses the purposes of rules, laws and civic	and seeks to support them accordingly. Identifies individual rights. Determines if rules	different and have differing abilities of Describes different levels of government
22 Civics and	22.1 Unders	tands citizenship		Participates in communal activities.	Recognizes and attends to authority figures.	decisions.	a variety of situations.	leaders. Participates in voting to make decisions.	support the common good.	state, national). Makes democratic
Economics	22.2 Unders	tands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.	Asks before taking an object that does not belong to self. Offers a toy or object to another person.	or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work trade to get what they need and wa
000	23.1 Identific	es types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features of characteristics of an environment af
23 Geography			Navigates within a familiar environment.	Finds ways to move around obstacles in a	Follows a path.	Recognizes symbols and landmarks.	questions about landmarks. Identifies what is represented on a map. Draws	Recreates a map of something s/he cannot	Locates familiar places on maps. Uses cardinal	people live. Uses a variety of maps to gather inf
041"	23.2 Uses m	-	Focuses on interactions with others for a short	familiar environment.	Describes events as they happen. Uses words		pictures of current location. Uses language of time to describe familiar	immediately see. Retells historical, fictional or past events or	directions to follow and give directions. Compares and contrasts current and historical	Describes relationships between pa
24 History	24.1 Describ	pes past events	time.	Observes events and begins to participate.	such as first, then.	Recalls information and events from the past.	sequences of events.	stories.	conditions of familiar environments.	and current conditions. Explains wh important to understand historical e
	25.1 Inquire	s and predicts	Looks for a person or toy that has moved out	Asks one- to two-word questions.	Identifies personal interests and seeks more	When given a question, guesses a possible	Asks questions or shows curiosity about	Predicts multiple outcomes to a question or	Inquires about a scientific phenomenon and	Asks relevant questions and makes I hypotheses about scientific phenome
25 Scientific Reasoning	•	•	of sight.		information. Investigates an object or group of objects in	answer or outcome. Observes and describes actions or changes that	scientific phenomena. Predicts a few outcomes. Explores scientific phenomena and records	situation and explains personal reasoning. Gathers information or experiments to prove/	explains which prediction seems most probable. Experiments or gathers information. Records	on prior knowledge. Conducts an experiment multiple tim
	25.2 Observ	res and experiments	Explores cause and effect.	Uses senses to explore environment.	multiple ways.	occur to familiar objects and people.	observations by drawing.	disprove a hypothesis.	findings in tables, charts or diagrams.	observations and makes personal n
	25.3 Evaluat	tes and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.	Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomena.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to e scientific phenomenon.
04116 01	26.1 Identific	es basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.	Meets most personal needs independently. Demonstrates an understanding that all people	Recognizes that all living things have similar basic needs. Distinguishes between needs	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges the things must overcome to survive.
26 Life Science	26.2. Classifi	es organisms	Recognizes self as being separate from others.	Identifies and names familiar people,	Groups living things by common characteristics.	have needs. Identifies if an object can grow, eat or move.	and wants. Sorts organisms as living or non-living and	Describes the features of living things and	Explains the purpose of specific features for	Explains the relationships between a species and how they fit within a la
20 Life Science	20.2 CIQSSITI		Uses senses to explore objects in immediate	characters and animals. Reacts to changes in texture, smell, sound	With support, sorts objects by physical	Describes basic physical properties of objects	explains why. Manipulates matter and observes any physical	groups them by similar features. Classifies and sorts materials by a variety of	various groups of organisms. Identifies materials that are solid, liquid and	of animals or plants. Describes characteristics of solids, li
20 Life Science		es properties of matter	environment.	or sight.	characteristics.	and materials in immediate environment.	changes that occur.	physical properties.	gaseous. Identifies matter in its various states.	gases. Explains how matter changes Recognizes that materials move differ
	27.1 Identific			Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move different surfaces. Explains how force change the direction of moving objections.
		es forces and motions	Kicks feet or shakes arms to make other objects move.			e Identifies the climate and weather in the	Explains how weather and climate changes may affect personal life. Identifies the current	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the sun, moon and Earth. Describes the role of the sun on	Describes how the sun and movement affect climate.
27 Physical	27.2 Explore			Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notices changes in temperature or weather in the immediate environment.	immediate environment.	7	uio.	weather and day/night patterns.	
27 Physical Science	27.2 Explore	es forces and motions	move. Reacts to weather changes in immediate environment.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to	immediate environment. Identifies familiar animals, plants or rocks in	immediate environment. Describes what familiar animals eat and where	season.	Describes how living things interact within a	Explains why organisms within a familiar ecosystem are interdependent. Explains	
27 Physical Science	27.2 Explore	es forces and motions	move. Reacts to weather changes in immediate	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	immediate environment. Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	season. Describes a habitat and its characteristics.	particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	their organisms and characteristics. strategies for preserving a variety of
27 Physical Science 28 Earth Science	27.2 Explore 28.1 Identific	es forces and motions	move. Reacts to weather changes in immediate environment.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to	immediate environment. Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where	season.	particular environment. Describes personal role	how people benefit from or endanger their surrounding ecosystem.	their organisms and characteristics. strategies for preserving a variety of Identifies which tools can best help
27 Physical Science 28 Earth Science	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore	es forces and motions es weather and climates es ecosystems es technology	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently).	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys.	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple thythm patterns. Hears the	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. Maintains a steady beat. Recognizes strong/	their organisms and characteristics. strategies for preserving a variety of Identifies which tools can best help solve a problem or increase enjoym Maintains rhythm in various meter g
27 Physical Science 28 Earth Science 29 Technology	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore	es forces and motions es weather and climates es ecosystems	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as using a spoon to feed self. Responds to changes in sound, rhythm, volume or melody.	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently). Recognizes the difference between a singing and speeking voice.	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch when singing a familiar song.	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	their organisms and characteristics, strategies for preserving a variety of Identifies which tools can best help s solve a problem or increase enjoym Maintains rhythm in various meter g Participates in call and response and rounds.
27 Physical	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develo	es forces and motions es weather and climates es ecosystems es technology	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as using a spoon to feed self. Responds to changes in sound, rhythm, volume	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently). Recognizes the difference between a singing	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys. Claps along to simple rhythm patterns. Controls	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation.	their organisms and characteristics, strategies for preserving a variety of Identifies which tools can best help s solve a problem or increase enjoyme. Maintains rhythm in various meter g Participates in call and response and rounds.
27 Physical Science 28 Earth Science 29 Technology 30 Music	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develo	es forces and motions es weather and climates es ecosystems es technology ps rhythm and tone	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons. Responds to sounds.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as using a spoon to feed self. Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. Moves body purposely. Sways or bounces	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice. Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects. Follows the movements of others. Explores	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. Describes and demonstrates multiple ways to	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody. Recalls a simple movement pattern and	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music. Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning,	their organisms and characteristics. strategies for preserving a variety of Identifies which tools can best help a solve a problem or increase enjoyme. Maintains rhythm in various meter g Participates in call and response and rounds. Experiments and performs self-writte rhythmic patterns.
27 Physical Science 28 Earth Science 29 Technology 30 Music 31 Dance and	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develop 30.2 Express 31.1 Develop	es forces and motions es weather and climates es ecosystems es technology ps rhythm and tone ses through music os dance and movement techniques	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons. Responds to sounds. Makes sounds to communicate feelings. Moves body in a variety of ways.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as using a spoon to feed self. Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. Moves body purposely. Sways or bounces to music.	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice. Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects. Follows the movements of others. Explores personal space and direction.	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. Demonstrates different levels of energy in	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple rhythm patterns. Hears the change of musical phroses in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. Follows a leader to perform a simple movement pattern. Demonstrates the difference between	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/ or melody. Recalls a simple movement pattern and performs it individually or in a group.	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music. Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	their organisms and charácteristics, strategies for preserving a variety of Identifies which tools can best help solve a problem or increase enjoym Maintains rhythm in various meter g Participates in call and response an rounds. Experiments and performs self-writter rhythmic patterns. Creates simple movement sequence
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27 Physical Science 28 Earth Science 29 Technology 30 Music 31 Dance and	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develop 30.2 Express 31.1 Develop 31.2 Express 32.1 Develop	es forces and motions es weather and climates es ecosystems es technology ps rhythm and tone ses through music os dance and movement techniques ses through dance and movement ps artistic techniques	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons. Responds to sounds. Makes sounds to communicate feelings. Moves body in a variety of ways. Uses body language to express feelings. Explores materials using gross motor movements and senses.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. Begins to use simple tools purposefully, such as using a spoon to feed self. Responds to changes in sound, rhythm, volume or melody. Repeats words in familiar songs and attempts to sing. Moves body purposely. Sways or bounces to music. Uses purposeful gestures and body language to communicate. Uses hands and feet to explore a variety of media.	immediate environment. Identifies familiar animals, plants or rocks in immediate environment. Explores movable parts on toys and tools. Uses on and off switches. Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice. Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and lapping various instruments and objects. Follows the movements of others. Explores personal space and direction. Moves in own way to music and rhythm. Explores a variety of artistic tools and media.	Describes what familiar animals eat and where they live. Explores simple machines and interacts with simple electronic and screen toys. Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. Uses voice, common objects or instruments to create music. Identifies self as a musician. Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. Demonstrate different levels of energy in dance (gentle movements). Chooses an object or art tool to use with a given medium for a desired effect.	season. Describes a habitat and its characteristics. Experiments with simple technology to solve problems or accomplish tasks. Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. Uses voice or instruments to express feelings or to mimic sound effects. Follows a leader to perform a simple movement pattern. Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. Uses artistic tools and media to create intentional designs or images.	particular environment. Describes personal role in taking care of the environment. Uses familiar tools and technology to produce a desired result or solve a specific problem. Creates simple rhythm patterns. Controls pitch when singing a familiar song. Communicates ideas by creating rhythm and/or melody. Recalls a simple movement pattern and performs it individually or in a group. Expresses ideas, feelings and stories through creative movement. Demonstrates a variety of techniques using a given tool or medium.	how people benefit from or endanger their surrounding ecosystem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. Interprets and compares many types of music. Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance. Coordinates movements of self and others to create a cohesive dance or idea. Uses various tools and techniques to achieve desired artistic results.	their organisms and characteristics. strategies for preserving a variety of Identifies which tools can best help is solve a problem or increase enjoym Maintains rhythm in various meter g Participates in call and response an rounds. Experiments and performs self-writte rhythmic patterns. Creates simple movement sequences Describes how dances and moveme certain ideas or feelings. Compares artistic techniques and cr many artists.
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27 Physical Science 28 Earth Science 29 Technology 30 Music 31 Dance and Movement 32 Visual Arts	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develop 30.2 Express 31.1 Develop 31.2 Express 32.1 Develop 32.2 Express 33.1 Particip	es forces and motions es weather and climates es ecosystems es technology ps rhythm and tone ses through music os dance and movement techniques ses through dance and movement ps artistic techniques ses through visual arts	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons. Responds to sounds. Makes sounds to communicate feelings. Moves body in a variety of ways. Uses body language to express feelings. Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. Imitates simple movements and facial	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. 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27 Physical Science 28 Earth Science 29 Technology 30 Music 31 Dance and Movement 32 Visual Arts	27.2 Explore 28.1 Identific 28.2 Explore 29.1 Explore 30.1 Develop 30.2 Express 31.1 Develop 31.2 Express 32.1 Develop 32.2 Express 33.1 Particip	es forces and motions es weather and climates es ecosystems es technology ps rhythm and tone ses through music os dance and movement techniques ses through dance and movement ps artistic techniques ses through visual arts pates in dramatic play	move. Reacts to weather changes in immediate environment. Explores immediate environment using senses. Explores simple tools, such as toys and spoons. Responds to sounds. Makes sounds to communicate feelings. Moves body in a variety of ways. Uses body language to express feelings. Explores materials using gross motor movements and senses. Expresses emotions while exploring materials. Imitates simple movements and facial expressions.	explores the feel of rain and wind. Plays with rocks, sand, dirt or water. 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Uses cues, gestures and visualizations to

Uses words and memorized phrases in target language

36 Communication in

Second Language

36.1 Uses target language to