

## Developmental Continuum of Skills

Skill	children develop at	a unique pace.	Infant	Toddler		Preschool		Pre - Primary	Pri	mary
		Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
	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 e person is unique and has his/her own
1 Self-Concept	t 1.2 Takes r	responsibility	Responds as caregiver takes care of his/	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 cor the needs of the greater group.
		ies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.		belongings.  Identifies and explains personal feelings.  Describes appropriate responses.	Anticipates an emotional response that may	Applies strategies for managing own and behaviors.
		s rules and routines	Reacts to tone of voice and expression.	expressions and gestures. Soothes self.  Cooperates during familiar routines and	With prompting, follows rules and routines.	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	Follows explicit and implied rules in v
			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
2 Self-Direction	<b>/11</b>	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
		ions and adapts	Reacts to changes in routine.	daily routine.	Redirects to a new activity with help from caregiver	rs. followed and identifies the change.	routine transitions.	helps others through the transition.	in new or stressful situations.	minimal stress.
0.000	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 relationsh 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.
Keidiloliships		for 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.
4.0 44.	4.1 Builds	strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.	Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side-to-side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengt muscles and increase endurance.
4 Gross Motor	r 4.2 Coordi	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.
		ls 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
5 Fine Motor		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.
	6.1 Makes exercis	healthy food and se 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 with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related nutrition, exercise and rest.
6 Health	6.2 Practice	es good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.	Describes the function of basic body parts. Regulates toileting and hand-washing needs.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health o
and Safety		nstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and		Describes how s/he feels and the location of pain.  Identifies dangerous situations and seeks help.	Describes reasons for safety rules and reminds	conditions.  Applies general safety rules to a variety of	Identifies emergency situations. Describes how	Takes appropriate initiative in dange
			Turns head toward the person speaking and	avoids them when prompted.	1		others to follow them.	everyday situations with little prompting.	to get help and behave during them.	emergency situations.  Listens to gather information. Asks of
7 Listening		ehends spoken language	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.	clarify or deepen understanding. Re ideas shared orally.
Comprehensi	510n 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 had directions or requests.
9.6		unicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.	Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to the meaning of what s/he is commu Clarifies meaning during a discussion
8 Communicati		s in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats	Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by	Uses many types of sentences, including simple and compound. Uses verb tense to express past,	Uses common irregular plural nouns conjugated verbs.
9 Vocabulary		vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	short phrases.  Identifies familiar people, places, and objects.	grammatical rules.  Describes familiar people, places and objects.  Seeks additional words for new ways to	question words in speech.  Includes new and technical words in everyday conversations. Asks what unfamiliar words	adding /s/. Uses common prepositions.  Uses new or technical words learned in conversations or through reading. Compares	present and future. Identifies words whose meaning are similar. Determines the meaning of unknown words	conjugated verbs.  Explains the difference between closwords. Uses multiple strategies to de
•		•	Babbles and vocalizes using sound, volume		Asks what a specific person or object is called.  Shows awareness of separate words in spoken	describe.	mean.  Identifies the beginning and ending sounds	words and their meanings.  Counts syllables in spoken words. Isolates and	from context or from root word.  Identifies and isolates individual sounds heard	and learn the meaning of unfamiliar  Manipulates, substitutes and deletes
10 Phonological		small units of sound	and inflection.	Imitates sounds and tones.  Repeats the last word in familiar rhymes when	language. Suggests a missing rhyming word within a	sound.  Identifies when two words rhyme or don't rhyme.	of words. Suggests a series of rhyming words when	pronounces the sound of each syllable.  Explains which sound of a given word is the	in one-syllable words. Recognizes blends, digraphs, letter patterns	in words.  Manipulates syllables in words, incl
Awareness		ies rhyme and alliteration	Hears rhyming songs and games.  Looks or points to pictures and opens/closes	prompted.  Recognizes if pictures are right-side up. Turns	poem or song.  Identifies the front/back and top/bottom of	Identifies when two words rhyme or don't rhyme.  Identifies letters, words, spaces and some	given a word.  Touches a written word on the page for each spoken word (but not necessarily the correct	rhyme and which sound is the onset.  Recognizes common types of text (poem,	and simple word families.  Explains the difference between books that tell	prefixes and suffixes.  Describes the overall structure of a second seco
11 Concepts of F	Print 11.1 Demon	nstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes it pictures are right-side up. Turns pages from front to back of book.	a book. Indicates where to start reading on each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	including the introduction, problem conclusion.
12 Letter/Word	12.1 Identifi	ies 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.	Names all upper and lowercase letters when presented in random order. When shown a two	Reads high-frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefix suffixes. Uses context or rereads to
Recognition			Babbles or repeats sounds.	Points at words printed on a page and pretends	Recognizes the sound of the first letter in his/	Identifies six to seven letters and their sounds.	to three letter word, can find it in print.  Identifies twelve to fifteen letters and their	Identifies all letters and their sounds. Begins to	Recognizes letter patterns, word families, long	meaning of unknown words.  Applies phonics strategies and word
		letter-sound connections		to read aloud.  Points to pictures and repeats words from	her name.	Identities six to seven letters and their sounds.  Anticipates what comes next in familiar stories.	sounds. Recognizes that letters make up words.  Relates to the characters or events of a story	sound out the letters in two- to four-letter words.  With support, compares similarities between	and short vowel sounds, whole word chunks, digraphs and blends.  Makes many text-to-text, -self and -world	skills to decode unfamiliar words.  Evaluates texts based on content, po
13 Reading	13.1 Respon	nds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.	Anticipates what comes next in tamiliar stories.  Expresses likes or dislikes within the story.	and shares a similar experience or object from own life.	With support, compares similarities between two texts.	connections. Compares similarities and differences between two texts.	experiences and knowledge of the Compares the main points of two te
Comprehensi	sion 13.2 Retelle	, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is?" questions by pointing.	Answers "What?" questions about stories and	Participates with others in the retelling of a story by pointing at pictures or role-playing	Retells portions of a story. As the story is read, asks and answers simple questions about	With prompting, answers questions about characters and setting. Retells major events of a	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various	
	.s.z Reieils,	, and the unovers questions	, a saci page.	d 5, politing.	books. Recalls the name of the main character.	with props.	characters, setting and events.	story in sequence.	and events. Explains who is speaking at various points throughout the story.	in the story.
145		name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.	Attempts to print or copy familiar symbols and letters, especially those in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lowercase letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound senter commas. Checks and corrects spelli
14 Emergent Wr		ses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of	F 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.	connected to a given topic or opinion. Brave	Writes a string of simple sentences to tell a story or share information. Provides a concluding	Writes ideas or groups information i order. Uses descriptive words in wri
					an object or person.	explains who of what mey represent.	writing to express and record an event of idea.	pictures to support writing.	statement.	Compares and orders numerals to a
	15.1 Identifi	ies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	thousand, understands place value identifies if a number is even or odd
15 Number	15.2 Counts	to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).	Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds thousand. Adds and subtracts within
Concepts	15.3 Unders	stands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two	Creates groups of objects. Adds and removes	Creates and counts groups of up to five objects. Removes objects from the group as prompted	Solves addition and subtraction problems	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4,		Solves for the unknown in one- and addition or subtraction word proble
		•		and more.	to group as prompted.	and recounts.	within ten.	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.
16 Shapes	16.1 Identifi	ies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.	Identifies four to six basic geometric shapes.	Describes basic and complex two- and three- dimensional shapes using own words.	and three-dimensional shapes.	shapes.  Builds and analyzes complex shapes constructed	Identifies and draws complex shape
10 Shapes	16.2 Manipu	ulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.	Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, third 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-down and turns them right-side up.	Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	· · · · · · · · · · · · · · · · · · ·	Matches two-dimensional shapes to corresponding three-dimensional shapes.	Determines when shapes have beer or flipped and describes the transla
Awareness	•	•	Participates as caregiver raises arms or legs	Follows simple positional directions such as on/	When prompted, finds or places objects next to,	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	Makes simple maps or models to represent the		Uses representations, coordinate sys
		nines object location	and says up/down.  Plays predictable activities with caregivers such	off, over/under and up/down.	between, in front of or behind self.  Copies patterns with two steps, such as red-blue,	related to self.	another object or person.  Creates and extends three- and four-step patterns	location of objects.  Determines the missing piece of a pattern within	objects or places.  Creates or extends increasing or decreasing	maps to identify locations of objects  Develops and explains his/her own
18 Patterns and Sorting		ies and creates patterns	as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	red-blue.  Sorts objects by one feature, such as size	Credies did exiends iwosiep pulients.	and plays complex memory games.	a set sequence. Recognizes simple patterns in the environment.	patterns.	creating a variety of patterns.
and sorming	18.2 Matche	es, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	or color.	After sorting objects by one feature, sorts again by a different feature.  Uses non-standard measurement tools to	Sorts objects by more than one feature and explains why.	two features.	Answers questions about data or objects sorted in up to three categories.  Explains which measurement tool makes the	Uses graphs and charts to represent in up to four categories.  Tells time. Estimates length in inches,
19 Measuremen		tes and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	to self.	Determines which object is bigger (heavier, longer) when given two objects.	estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	most sense for the object being measured. Tells time in hours and half-hours.	centimeters or meters. Measures an a variety of measurement standards.
17 McGSoremen	19.2 Compa	ares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much lobject is than another using standar 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
	a Idontifi	ies community and		Recognizes the difference between a familiar	4	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
	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	Z1.2 EXPIOR	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
	21.3 Respec	ts diversity	Sees diverse features of people in books, toys	Explores people and their features side by side	Identifies physical similarities and differences	Interacts with peers who look, learn, believe or	Asks questions about how others live, eat, play	Explains how individuals, families and cultures	Demonstrates an understanding that some people have different needs or beliefs than self	Demonstrates respect for people who
	•		and media.  Attends to others in immediate environment.	in a book or a mirror.	between self and others.	move differently.  Follows familiar rules and helps make group	and believe.  Applies familiar rules and suggests new rules in	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	stands citizenship		Participates in communal activities.	Recognizes and attends to authority figures.	decisions.	a variety of situations.	leaders. Participates in voting to make decisions.		
Economics	22.2 Unders	stands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says				- 1	5 4	state, national). Makes democratic o
	oo t Idaasiii			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.	state, national). Makes democratic Explains how and why people work
	23.1 Identin	ies types of places	Responds to changes in the immediate environment.		Recognizes ownership of familiar objects.  Identifies a variety of familiar places, such as the store, car, home or Grandma's.		or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks			state, national). Makes democratic of Explains how and why people work trade to get what they need and wo Explains how the physical features of characteristics of an environment of
23 Geography		ies types of places		me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a	Identifies a variety of familiar places, such as	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets,	or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  Identifies what is represented on a map. Draws	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot	or services.  Identifies and describes various types of landforms and natural resources.  Locates familiar places on maps. Uses cardinal	state, national). Makes democratic of Explains how and why people work trade to get what they need and we Explains how the physical features characteristics of an environment of people live.
	23.2 Uses m	naps	environment.	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets, buildings and landmarks in own community.  Recognizes symbols and landmarks.	or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  Identifies what is represented on a map. Draws pictures of current location.	goods or services.  Compares the geographic features of own community to another community.	or services.  Identifies and describes various types of landforms and natural resources.	state, national). Makes democratic of Explains how and why people work trade to get what they need and wo Explains how the physical features of characteristics of an environment aff people live.  Uses a variety of maps to gather info
	23.2 Uses m		environment.  Navigates within a familiar environment.	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a	Identifies a variety of familiar places, such as the store, car, home or Grandma's.  Follows a path.	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets, buildings and landmarks in own community.	or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  Identifies what is represented on a map. Draws	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot immediately see.	or services.  Identifies and describes various types of landforms and natural resources.  Locates familiar places on maps. Uses cardinal directions to follow and give directions.	state, national). Makes democratic of Explains how and why people work trade to get what they need and wo Explains how the physical features or characteristics of an environment of people live.  Uses a variety of maps to gather information Describes relationships between pa and current conditions. Explains wh
	23.2 Uses m 24.1 Describ	naps	environment.  Navigates within a familiar environment.  Focuses on interactions with others for a short	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.  Follows a path.  Describes events as they happen. Uses words	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets, buildings and landmarks in own community.  Recognizes symbols and landmarks.	or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  Identifies what is represented on a map. Draws pictures of current location.  Uses language of time to describe familiar	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot immediately see.  Retells historical, fictional or past events or	or services.  Identifies and describes various types of landforms and natural resources.  Locates familiar places on maps. Uses cardinal directions to follow and give directions.  Compares and contrasts current and historical	state, national). Makes democratic of Explains how and why people work trade to get what they need and we Explains how the physical features of characteristics of an environment of people live.  Uses a variety of maps to gather information of the physical features and current conditions. Explains whimportant to understand historical each state of the physical people with the properties of the properties o
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24 History  25 Scientific Reasoning  26 Life Science	23.2 Uses m 24.1 Describ 25.1 Inquire 25.2 Observ 25.3 Evaluat 26.1 Identifi 26.2 Classifi	pes past events es and predicts es and experiments etes and infers ies basic needs ies organisms	environment.  Navigates within a familiar environment.  Focuses on interactions with others for a short time.  Looks for a person or toy that has moved out of sight.  Explores cause and effect.  Reacts to changes.  Responds when physical needs are not met.  Recognizes self as being separate from others.  Uses senses to explore objects in immediate	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.  Observes events and begins to participate.  Asks one- to two-word questions.  Uses senses to explore environment.  Recognizes objects, actions, sounds or people associated with a common use or routine.  Participates in taking care of some personal needs, such as feeding self.  Identifies and names familiar people, characters and animals.  Reacts to changes in texture, smell, sound	ldentifies a variety of familiar places, such as the store, car, home or Grandma's.  Follows a path.  Describes events as they happen. Uses words such as first, then.  Identifies personal interests and seeks more information.  Investigates an object or group of objects in multiple ways.  Shares discoveries with others.  Describes basic personal needs.  Groups living things by common characteristics.  With support, sorts objects by physical	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets, buildings and landmarks in own community.  Recognizes symbols and landmarks.  Recalls information and events from the past.  When given a question, guesses a possible answer or outcome.  Observes and describes actions or changes that occur to familiar objects and people.  Uses past knowledge to explain observed changes.  Meets most personal needs independently. Demonstrates an understanding that all people have needs.  Identifies if an object can grow, eat or move.  Describes basic physical properties of objects	or services.  Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.  Identifies what is represented on a map. Draws pictures of current location.  Uses language of time to describe familiar sequences of events.  Asks questions or shows curiosity about scientific phenomena. Predicts a few outcomes.  Explores scientific phenomena and records observations by drawing.  Describes and compares observations of scientific phenomena.  Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.  Sorts organisms as living or non-living and explains why.  Manipulates matter and observes any physical	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot immediately see.  Retells historical, fictional or past events or stories.  Predicts multiple outcomes to a question or situation and explains personal reasoning.  Gathers information or experiments to prove/disprove a hypothesis.  Uses information and observations to verify a prediction.  Describes how living things attain what they need to survive.  Describes the features of living things and groups them by similar features.  Classifies and sorts materials by a variety of	or services.  Identifies and describes various types of landforms and natural resources.  Locates familiar places on maps. Uses cardinal directions to follow and give directions.  Compares and contrasts current and historical conditions of familiar environments.  Inquires about a scientific phenomenon and explains which prediction seems most probable.  Experiments or gathers information. Records findings in tables, charts or diagrams.  Uses prior knowledge and gathered information to make simple inferences.  Describes how an organism's features and surroundings help it survive.  Explains the purpose of specific features for various groups of organisms.  Identifies materials that are solid, liquid and	state, national). Makes democratic at Explains how and why people work trade to get what they need and wa Explains how the physical features a characteristics of an environment aff people live.  Uses a variety of maps to gather information to the properties of a periodic properties of the properties of the people live.  Describes relationships between parand current conditions. Explains why important to understand historical explains who in the properties of
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24 History  25 Scientific Reasoning  26 Life Science  27 Physical Science	23.2 Uses m  24.1 Describ  25.1 Inquire  25.2 Observ  25.3 Evalua  26.1 Identifi  26.2 Classifi  27.1 Identifi  27.2 Explore  28.1 Identifii	pes past events es and predicts es and experiments etes and infers es basic needs es organisms es properties of matter	environment.  Navigates within a familiar environment.  Focuses on interactions with others for a short time.  Looks for a person or toy that has moved out of sight.  Explores cause and effect.  Reacts to changes.  Responds when physical needs are not met.  Recognizes self as being separate from others.  Uses senses to explore objects in immediate environment.  Kicks feet or shakes arms to make other objects	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.  Observes events and begins to participate.  Asks one- to two-word questions.  Uses senses to explore environment.  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Explores simple tools, such as toys and spoons.	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.  Observes events and begins to participate.  Asks one- to two-word questions.  Uses senses to explore environment.  Recognizes objects, actions, sounds or people associated with a common use or routine.  Participates in taking care of some personal needs, such as feeding self.  Identifies and names familiar people, characters and animals.  Reacts to changes in texture, smell, sound or sight.  Uses body to push or pull toys.  Understands hot and cold. Points at clouds and 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.	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Explains how matter changes Recognizes that materials move different surfaces. Explains how force change the direction of moving object change the direction of moving object in the programment of th
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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	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot immediately see.  Retells historical, fictional or past events or stories.  Predicts multiple outcomes to a question or stituation and explains personal reasoning.  Gathers information or experiments to prove/disprove a hypothesis.  Uses information and observations to verify a prediction.  Describes how living things attain what they need to survive.  Describes the features of living things and groups them by similar features.  Classifies and sorts materials by a variety of physical properties.  Experiments and compares the movement of various objects on a variety of surfaces.  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Describes basic personal needs.  Groups living things by common characteristics.  With support, sorts objects by physical characteristics.  Explores motion by moving, rolling, blowing on or dropping a toy.  Notices changes in temperature or weather in thimmediate 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 specking 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.  Moves in own way to music and rhythm.  Explores a variety of artistic tools and media.  Uses materials to create shapes and symbols.  Uses words, actions and props to pretend.	to self. Offers a toy or object to another person.  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Uses a combination of real and imaginary	goods or services.  Compares the geographic features of own community to another community.  Recreates a map of something s/he cannot immediately see.  Retells historical, fictional or past events or stories.  Predicts multiple outcomes to a question or situation and explains personal reasoning.  Gathers information or experiments to prove/disprove a hypothesis.  Uses information and observations to verify a prediction.  Describes how living things attain what they need to survive.  Describes the features of living things and groups them by similar features.  Classifies and sorts materials by a variety of physical properties.  Experiments and compares the movement of various objects on a variety of surfaces.  Explains that different places have different kinds of weather and climates.  Describes how living things interact within a 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.  Creates ar to represent an idea or object. Explains how it was made.  With cues, performs a simple pre-planned drama.  Creates a setting, characters and events to	or services.  Identifies and describes various types of landforms and natural resources.  Locates familiar places on maps. Uses cardinal directions to follow and give directions.  Compares and contrasts current and historical conditions of familiar environments.  Inquires about a scientific phenomenon and explains which prediction seems most probable.  Experiments or gathers information. 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24 History  25 Scientific Reasoning  26 Life Science  27 Physical Science  28 Earth Science  29 Technology  30 Music  31 Dance and Movement  32 Visual Arts	23.2 Uses m  24.1 Describ  25.1 Inquire  25.2 Observ  25.3 Evaluat  26.1 Identifi  26.2 Classifi  27.1 Identifi  27.2 Explore  28.1 Identifi  29.1 Explore  30.1 Develo  30.2 Expres:  31.1 Develo  31.2 Expres:  32.1 Develo  32.2 Expres:  33.1 Particip	pes past events  pes past events  pes and predicts  pes and experiments  pes and infers  pes basic needs  pes properties of matter  pes forces and motions  pes weather and climates  pes ecosystems  pes technology  pes rhythm and tone  pes dance and movement techniques  pes artistic techniques  pes artistic techniques  pes ses through visual arts	environment.  Navigates within a familiar environment.  Focuses on interactions with others for a short time.  Looks for a person or toy that has moved out of sight.  Explores cause and effect.  Reacts to changes.  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Explains the purpose of specific features for various groups of organisms.  Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states. Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.  Explains the basic properties of the sun, moon and Earth. Describes the role of the sun on weather and day/night patterns.  Explains why organisms within a familiar ecosystem are interdependent. Explains 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 vacal 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.  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24 History  25 Scientific Reasoning  26 Life Science  27 Physical Science  28 Earth Science  29 Technology  30 Music  31 Dance and Movement  32 Visual Arts  33 Drama	23.2 Uses m  24.1 Describ  25.1 Inquire  25.2 Observ  25.3 Evaluat  26.1 Identifit  26.2 Classifit  27.1 Identifit  27.2 Explore  28.1 Identifit  29.1 Explore  30.1 Develop  30.2 Express  31.1 Develop  31.2 Express  32.1 Develop  32.2 Express  33.1 Particip  33.2 Uses at	pes past events  pes past events  pes and predicts  pes and experiments  pes and infers  pes basic needs  pes properties of matter  pes forces and motions  pes ecosystems  pes technology  pes rhythm and tone  pes through music  pes dance and movement techniques  pes through dance and movement  pes artistic techniques  pes through visual arts  peates in dramatic play  and creates props  Goal  34.1 Participates using target langue  34.2 Demonstrates initiative with	environment.  Navigates within a familiar environment.  Focuses on interactions with others for a short time.  Looks for a person or toy that has moved out of sight.  Explores cause and effect.  Reacts to changes.  Responds when physical needs are not met.  Recognizes self as being separate from others.  Uses senses to explore objects in immediate environment.  Kicks feet or shakes arms to make other objects 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.  Responds to props or puppets.	me, mine.  Recognizes familiar places.  Finds ways to move around obstacles in a familiar environment.  Observes events and begins to participate.  Asks one- to two-word questions.  Uses senses to explore environment.  Recognizes objects, actions, sounds or people associated with a common use or routine.  Participates in taking care of some personal needs, such as feeding self.  Identifies and names familiar people, characters and animals.  Reacts to changes in texture, smell, sound or sight.  Uses body to push or pull toys.  Understands hot and cold. Points at clouds and 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.  Scribbles, colors or paints intentionally on paper.  Mimics observed behaviors and words.  Mimics the use of familiar objects.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.  Follows a path.  Describes events as they happen. Uses words such as first, then.  Identifies personal interests and seeks more information.  Investigates an object or group of objects in multiple ways.  Shares discoveries with others.  Describes basic personal needs.  Groups living things by common characteristics.  With support, sorts objects by physical characteristics.  Explores motion by moving, rolling, blowing an or dropping a toy.  Notices changes in temperature or weather in thimmediate 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 specking voice.  Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and topping 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.  Uses materials to create shapes and symbols.  Uses words, actions and props to pretend.  Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	to self. Offers a toy or object to another person.  Identifies different types of water bodies, streets, buildings and landmarks in own community.  Recognizes symbols and landmarks.  Recalls information and events from the past.  When given a question, guesses a possible answer or outcome.  Observes and describes actions or changes that occur to familiar objects and people.  Uses past knowledge to explain observed changes.  Meets most personal needs independently, Demonstrates an understanding that all people have needs.  Identifies if an object can grow, eat or move.  Describes basic physical properties of objects and materials in immediate environment.  Explains how common vehicles, animals and people move. Sorts objects by type of movement.  Identifies the climate and weather in the immediate environment.  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 dance (gentle movements or big, exaggerated movements).  Chooses an object or art tool to use with a given medium for a desired effect.  Makes choices throughout the artistic process.  Plays a role in group dramatic play.  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Conducts an experiment multiple time observations and makes personal no Evaluates gathered information to excientific phenomenon.  Describes threats and challenges that things must overcome to survive.  Explains the relationships between a species and how they fit within a large of animals or plants.  Describes characteristics of solids, lia gases. Explains how matter changes referent surfaces. Explains how different surfaces. Explains how matter changes the direction of moving object Describes characteristics on the surface of the properties
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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