



Alignment of the



Experience Early Learning Skills



with the

Massachusetts Curriculum Framework (2011)

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

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

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Massachusetts Curriculum Framework (2011) with the Developmental Continuum of the Experience Early Learning Skills.

A typically developing pre-kindergartener will fall between benchmarks D and F on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

Additional Learning Goals

The Massachusetts Curriculum Framework (2011) does not encompass these Experience Early Learning Goals:

- 2.1 Follows rules and routines
- 2.2 Maintains attention
- 2.3 Transitions and adapts
- 5.1 Controls small movements
- 5.2 Uses drawing/writing tools
- 7.2 Follows verbal directions
- 23.2 Uses maps

For questions or comments about this alignment, contact info@experienceearlylearning.com.

Work Cited

Massachusetts Department of Elementary and Secondary Education. (2011). Massachusetts Curriculum Frameworks. Boston, MA. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

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Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about a story or poems read aloud.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
2. With prompting and support, retell a sequence of events from a story read aloud.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
3. With prompting and support, act out characters and events from a story or poem read aloud.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Craft and Structure	
4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	#9 Vocabulary 9.1 Builds vocabulary #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
5. (Begins in kindergarten or when the individual child is ready)	N / A
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
Integration of Knowledge and Ideas	
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
8. (Not applicable to literature) 8a. Respond to a regular beat in poetry and song by movement or clapping.	#10 Phonological Awareness 10.1 Hears small units of sound 10.2 Identifies rhyme and alliteration

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9. With prompting and support, make connections between a story or poems and one's own experiences.	#13 Reading Comprehension 13.1 Responds to text
Range of Reading and Level of Text Complexity	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about an informational text read aloud.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
2. With prompting and support, recall important facts from an informational text after hearing it read aloud.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a read-aloud on animals, show how an elephant's gait differs from a bunny's hop).	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions #33 Drama 33.1 Participates in dramatic play
Craft and Structure	
4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.	#13 Reading Comprehension 13.2 Retells, asks and answers questions
5. (Begins in kindergarten or when the individual child is ready)	N / A
6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant).	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions

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Integration of Knowledge and Ideas	
7. With prompting and support, describe important details from an illustration or photograph.	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions
8. (Begins in kindergarten or when the individual child is ready)	N / A
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
Range of Reading and Level of Text Complexity	
10. Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud.	#11 Concepts of Print 11.1 Demonstrates print knowledge #13 Reading Comprehension 13.1 Responds to text
Reading Standards: Foundational Skills	
Print Concepts	
1. With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	#11 Concepts of Print 11.1 Demonstrates print knowledge
a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.*	#11 Concepts of Print 11.1 Demonstrates print knowledge
b. (Begins in kindergarten or when the individual child is ready)	N / A
c. (Begins in kindergarten or when the individual child is ready)	N / A
d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name.	#12 Letter/Word Recognition 12.1 Identifies letters and words
Phonological Awareness	
2. With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).	#10 Phonological Awareness 10.1 Hears small units of sound
a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).	#10 Phonological Awareness 10.2 Identifies rhyme and alliteration

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b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	#10 Phonological Awareness 10.1 Hears small units of sound
c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.	#10 Phonological Awareness 10.2 Identifies rhyme and alliteration
d. (Begins in kindergarten or when the individual child is ready)	N / A
e. (Begins in kindergarten or when the individual child is ready)	N / A
Phonics and Word Recognition	
3. Demonstrate beginning understanding of phonics and word analysis skills.	#10 Phonological Awareness 10.1 Hears small units of sound #12 Letter/Word Recognition 12.1 Identifies letters and words 12.2 Makes letter-sound connections
a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B").	#12 Letter/Word Recognition 12.2 Makes letter-sound connections
b. (Begins in kindergarten or when the individual child is ready)	N / A
c. Recognize one's own name and familiar common signs and labels (e.g., STOP).	#12 Letter/Word Recognition 12.1 Identifies letters and words
d. (Begins in kindergarten or when the individual child is ready)	N / A
Fluency	
4. (Begins in kindergarten or when the individual child is ready)	N / A
Writing Standards	
Text Types and Purposes	
1. Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the fire station to see the truck and meet the firemen.").	#8 Communication 8.1 Communicates ideas #14 Emergent Writing 14.2 Expresses through writing

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<p>2. Use a combination of dictating and drawing to explain information about a topic.</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing</p>
<p>3. Use a combination of dictating and drawing to tell a real or imagined story. 3a. (Begins in kindergarten)</p>	<p>#14 Emergent Writing 14.1 Writes name, words and sentences 14.2 Expresses through writing</p>
<p>Production and Distribution of Writing</p>	
<p>4. (Begins in grade 3)</p>	<p>N / A</p>
<p>5. (Begins in kindergarten or when an individual student is ready)</p>	<p>N / A</p>
<p>6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.</p>	<p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#29 Technology 29.1 Explores technology</p>
<p>Research to Build and Present Knowledge</p>	
<p>7. (Begins in kindergarten or when an individual student is ready)</p>	<p>N / A</p>
<p>8. (Begins in kindergarten or when an individual student is ready)</p>	<p>N / A</p>
<p>9. (Begins in grade 4)</p>	<p>N / A</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>(Begins in grade 3)</p>	<p>N / A</p>
<p>Speaking and Listening Standards</p>	
<p>Comprehension and Collaboration</p>	
<p>1. Participate in collaborative conversations with diverse partners during daily routines and play.</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>

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<p>a. Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).</p>	<p>#3 Social Relationships 3.2 Cooperates</p>
<p>b. Continue a conversation through multiple exchanges.</p>	<p>#3 Social Relationships 3.1 Builds positive relationships</p> <p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#13 Reading Comprehension 13.1 Responds to text</p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Describe personal experiences; tell real or imagined stories.</p>	<p>#8 Communication 8.1 Communicates ideas</p>
<p>5. Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.</p>	<p>#8 Communication 8.1 Communicates ideas</p> <p>#14 Emergent Writing 14.2 Expresses through writing</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>6. Speak audibly and express thoughts, feelings, and ideas.</p>	<p>#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences</p>

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Language Standards	
Conventions of Standard English	
1. Demonstrate use of oral language in informal every day activities.	#8 Communication 8.1 Communicates ideas 8.2 Speaks in sentences
a. (Begins in kindergarten)	N / A
b. Use frequently occurring nouns and verbs.	#8 Communication 8.1 Communicates ideas #9 Vocabulary 9.1 Builds vocabulary
c. Form regular plural nouns.	#8 Communication 8.2 Speaks in sentences
d. Understand and use question words (e.g., who, what, where, when, why, how).	#8 Communication 8.2 Speaks in sentences
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	#8 Communication 8.2 Speaks in sentences
f. Demonstrate the ability to speak in complete sentences.	#8 Communication 8.2 Speaks in sentences
g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume.	#9 Vocabulary 9.1 Builds vocabulary
2. (Begins in kindergarten)	N / A
Knowledge of Language	
3. (Begins in grade 2)	N / A
Vocabulary Acquisition and Use	
4. Ask and answer questions about the meaning of new words and phrases introduced through books, activities, and play.	
a. With guidance and support, generate words that are similar in meaning (e.g., happy/glad, angry/mad).	#9 Vocabulary 9.1 Builds vocabulary
b. (Begins in kindergarten)	N / A

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<p>5. With guidance and support from adults, explore word relationships and nuances of word meanings.</p>	
<p>a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p> <p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p>
<p>b. (Begins in kindergarten)</p>	<p>N / A</p>
<p>c. Apply words learned in classroom activities to real-life examples (e.g., name places in school that are fun, quiet, or noisy).</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>
<p>d. (Begins in kindergarten)</p>	<p>N / A</p>
<p>6. Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p>	<p>#9 Vocabulary 9.1 Builds vocabulary</p>

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Counting and Cardinality	
Know number names and the counting sequence.	
MA.1. Listen to and say the names of numbers in meaningful contexts.	#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity
MA.2. Recognize and name written numerals 0-10.	#15 Number Concepts 15.1 Identifies numerals
Count to tell the number of objects.	
MA.3. Understand the relationship between numerals and quantities up to ten.	#15 Number Concepts 15.1 Identifies numerals 15.2 Counts to determine quantity
Compare numbers	
MA.4. Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.	#15 Number Concepts 15.2 Counts to determine quantity
MA.5. Use comparative language such as more/less than, equal to, to compare and describe collections of objects.	#15 Number Concepts 15.2 Counts to determine quantity 15.3 Understands operations
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
MA.1. Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.	#15 Number Concepts 15.3 Understands operations
Measurement and Data Describe and compare measurable attributes.	
MA.1. Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).	#19 Measurement 19.1 Estimates and measures
MA.2. Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.	#19 Measurement 19.2 Compares and seriates

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Classify objects and count the number of objects in each category.	
MA.3. Sort, categorize, and classify objects by more than one attribute.	#18 Patterns and Sorting 18.2 Matches, sorts and charts
Work with money.	
MA.4. Recognize that certain objects are coins and that dollars and coins represent money.	#22 Civics and Economics 22.2 Understands concepts of trade
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles).	
MA.1. Identify relative position of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).	#17 Spatial Awareness 17.1 Flips and rotates objects 17.2 Determines object location
MA.2. Identify various two-dimensional shapes using appropriate language.	#16 Shapes 16.1 Identifies shapes
Analyze, compare, create, and compose shapes.	
MA.3. Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.	#16 Shapes 16.1 Identifies shapes 16.2 Manipulates parts and wholes

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The Arts Disciplines: Dance	
STANDARD 1: Movement Elements and Dance Skills	
1.1 Identify and demonstrate basic locomotor and non-locomotor movements	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
1.2 Develop strength, flexibility, balance, and neuromuscular coordination	<p>#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p>
1.3 Identify and demonstrate accuracy in moving to a musical beat and responding to changes in tempo	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
1.4 Demonstrate the ability to define and maintain personal space	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#4 Gross Motor 4.2 Coordinates large movements</p>
1.5 Recognize and explore space, time, and force as three elements of movement and dance <ul style="list-style-type: none"> •For example, students explore changing shapes; moving at different levels, speeds, and directions; and changing dynamics such as strong/light, sudden/sustained, or direct/indirect. 	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
1.6 Demonstrate partner skills of copying, leading, following, and mirror imaging	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
1.7 Demonstrate ability to work in a group to learn and perform sequences of movement and simple dances	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>

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<p>1.8 Demonstrate accuracy in memorizing and reproducing simple movement phrases and folk dances</p>	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>1.9 Develop and value a positive body image</p>	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p> <p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>STANDARD 2: Choreography</p>	
<p>2.1 Explore and invent movement, and improvise to solve movement problems</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>2.2 Create a dance phrase with a beginning, middle, and end; be able to repeat it, with or without music</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>2.3 Create a dance phrase and then vary it, making changes in space, time, and energy/force</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>2.4 Demonstrate the ability to work effectively alone, with a partner, and in an ensemble</p>	<p>3 Social Relationships 3.2 Cooperates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>2.5 Explore movement using a variety of available objects, properties (props), fabrics, and clothing pieces, etc.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p> <p>#33 Drama 33.2 Uses and create props</p>
<p>STANDARD 3: Dance as Expression</p>	
<p>3.1 Observe, explore, and discuss how movements can show feelings, images, thoughts, colors, sounds, and textures</p>	<p>#31 Dance and Movement 31.2 Expresses through dance and movement</p>

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<p>3.2 Observe and discuss how dance performance is different from other forms of human movement used in sports, everyday gestures, or social dancing</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>3.3 Present dances or movement phrases; identify and describe movement choices and discuss varied responses to them</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>3.4 Present dances or movement phrases and discuss how movement choices convey meaning</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>STANDARD 4: Performance in Dance</p>	
<p>4.1 Describe the role of traditional and nontraditional dances and the circumstances and settings in which these dances would be performed</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>4.2 Create original dances or themes for movement improvisations, or learn traditional dances; rehearse, and demonstrate dances, making decisions about the performance space, audience location, entrances and exits, and costumes</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>4.3 Demonstrate the ability to work effectively with a group or leader</p>	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>STANDARD 5: Critical Response</p>	
<p>5.1 Observe dances from a variety of cultures and describe their movements For example, students or adults demonstrate dances that are part of their cultural heritage, and students in the audience describe the movements.</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>
<p>5.2 Explore, discover, and realize multiple solutions to a given movement problem. Reflect upon the uniqueness of each solution</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>5.3 Observe two dances and discuss how they are similar and different, considering use of theme, space, timing and rhythms, gestures and body language, properties (props), costumes, etc.</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p>
<p>5.4 Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom, rehearsal, and performance settings</p>	<p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p>

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The Arts Disciplines: Music	
STANDARD 1: Singing	
1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture	#30 Music 30.1 Develops rhythm and tone
1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods	#21 Families and Communities 21.2 Explores cultures and traditions #30 Music 30.1 Develops rhythm and tone
1.4 Sing ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment	#30 Music 30.1 Develops rhythm and tone
1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
STANDARD 2: Reading and Notation	
2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests	#30 Music 30.1 Develops rhythm and tone
2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef	#30 Music 30.1 Develops rhythm and tone
2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing	#30 Music 30.1 Develops rhythm and tone
STANDARD 3: Playing Instruments	
3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture	#30 Music 30.1 Develops rhythm and tone
3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music

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<p>3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</p>	<p>#30 Music 30.1 Develops rhythm and tone</p>
<p>3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>3.6 Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p>#30 Music 30.1 Develops rhythm and tone</p>
<p>STANDARD 4: Improvisation and Composition</p>	
<p>4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases</p>	<p>#30 Music 30.2 Expresses through music</p>
<p>4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments</p>	<p>#30 Music 30.2 Expresses through music</p>
<p>4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies</p>	<p>#30 Music 30.2 Expresses through music</p>
<p>4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means</p>	<p>#30 Music 30.2 Expresses through music</p>
<p>4.5 Create and arrange short songs and instrumental pieces within teacher–specified guidelines</p>	<p>#30 Music 30.2 Expresses through music</p>
<p>STANDARD 5: Critical Response</p>	
<p>5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form</p>	<p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>
<p>5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music</p>

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5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances	#30 Music 30.1 Develops rhythm and tone
5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices	#30 Music 30.1 Develops rhythm and tone
5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music	#30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music #31 Dance and Movement 31.2 Expresses through dance and movement
5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings	#3 Social Relationships 3.2 Cooperates #30 Music 30.1 Develops rhythm and tone 30.2 Expresses through music
The Arts Disciplines: Theatre	
STANDARD 1: Acting	
1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles	#13 Reading Comprehension 13.1 Responds to text #21 Families and Communities 21.2 Explores cultures and traditions #33 Drama 33.1 Participates in dramatic play
1.2 Imagine and clearly describe characters, their relationships, setting, conflict, and plot from a variety of appropriate literature	#13 Reading Comprehension 13.1 Responds to text 13.2 Retells, asks and answers questions #33 Drama 33.1 Participates in dramatic play
1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression	#33 Drama 33.1 Participates in dramatic play

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1.5 Learn lines, observe, listen, and respond in character to other actors	#33 Drama 33.1 Participates in dramatic play
1.6 Demonstrate the ability to work effectively alone and cooperatively with a partner or in an ensemble	#3 Social Relationships 3.2 Cooperates #33 Drama 33.1 Participates in dramatic play
STANDARD 2: Reading and Writing Scripts	
2.1 Identify what drama is and how it happens	#33 Drama 33.1 Participates in dramatic play
2.2 Read plays and stories and identify characters, setting, and action	#13 Reading Comprehension 13.2 Retells, asks and answers questions #33 Drama 33.1 Participates in dramatic play
2.3 Develop dramatic dialogue for characters from a folktale told in prose	#33 Drama 33.1 Participates in dramatic play
2.4 Create a scene or play with a beginning, middle, and end based on an original idea, a story, or other forms of literature (fiction, nonfiction, poetry)	#33 Drama 33.1 Participates in dramatic play
2.5 Plan, improvise, and write or record simple dramas that include the “five w’s”: who, what, where, when, and why	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
STANDARD 3: Directing	
3.1 In creating and rehearsing informal classroom dramatizations, experiment with and make decisions about the visual configuration of the acting space (e.g., actors’ exits, entrances, placement of set pieces, and the location of the audience)	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
STANDARD 4: Technical Theatre	
4.1 Collect, make, or borrow materials that could be used for scenery, properties (props), costumes, sound effects, and lighting for informal classroom presentations	#33 Drama 33.2 Uses and create props
4.2 Visualize environments and arrange the physical playing space to communicate mood, time, and locale	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props

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STANDARD 5: Critical Response	
5.1 Describe and demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings	#3 Social Relationships 3.2 Cooperates #33 Drama 33.1 Participates in dramatic play
5.2 Identify and describe the visual, aural, oral, and kinetic details of classroom dramatizations and dramatic performances	#33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
5.3 Articulate reasons for particular emotional responses to and personal preferences about classroom dramatizations and dramatic performances	#1 Self Concept 1.1 Expresses preference #33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
5.4 Analyze and describe strengths and weakness of their own work (grades 3 and 4 only)	#1 Self Concept 1.2 Takes responsibility #33 Drama 33.1 Participates in dramatic play 33.2 Uses and create props
5.5 Give and accept constructive and supportive feedback	
The Arts Disciplines : Visual Arts	
STANDARD 1: Methods, Materials, and Techniques	
1.1 Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects	#32 Visual Arts 32.1 Develops artistic techniques
1.2 Create artwork in a variety of two-dimensional (2D) and three-dimensional (3D) media, for example: 2D - drawing, painting, collage, printmaking, weaving; 3D - plastic (malleable) materials such as clay and paper, wood, or found objects for assemblage and construction	#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts
1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques	#32 Visual Arts 32.1 Develops artistic techniques

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<p>1.4 Learn to take care of materials and tools and to use them safely</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>STANDARD 2: Elements and Principles of Design</p>	
<p>2.1</p> <ul style="list-style-type: none"> • For color, explore and experiment with the use of color in dry and wet media identify primary and secondary colors and gradations of black, white and gray in the environment and artwork • Explore how color can convey mood and emotion • For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>2.2</p> <ul style="list-style-type: none"> •For line, explore the use of line in 2D and 3D works •Identify a wide variety of types of lines in the environment and in artwork For example, students take a walk around the school and note jagged, straight, curved, thick, and thin lines. 	<p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>2.3</p> <ul style="list-style-type: none"> •For texture, explore the use of textures in 2D and 3D works •Identify a wide variety of types of textures, for example, smooth, rough, and bumpy, in the environment and in artwork •Create representations of textures in drawings, paintings, rubbings, or relief 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>2.4</p> <ul style="list-style-type: none"> •For shape and form, explore the use of shapes and forms in 2D and 3D works •Identify simple shapes of different sizes, for example, circles, squares, triangles, and forms, for example, spheres, cones, cubes, in the environment and in artwork 	<p>#16 Shapes 16.1 Identifies shapes 16.2 Manipulates parts and wholes</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>2.5</p> <ul style="list-style-type: none"> • For pattern and symmetry, explore the use of patterns and symmetrical shapes in 2D and 3D works • Identify patterns and symmetrical forms and shapes in the environment and artwork. • Explain and demonstrate ways in which patterns and symmetrical shapes may be made • For example, a student folds and cuts paper to achieve symmetry, or makes printed patterns 	<p>#16 Shapes 16.1 Identifies shapes 16.2 Manipulates parts and wholes</p> <p>#18 Patterns and Sorting 18.1 Identifies and creates patterns</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>

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<p>2.6</p> <ul style="list-style-type: none"> • For space and composition, explore composition by creating artwork with a center of interest, repetition, and/or balance • Demonstrate an understanding of foreground, middle ground, and background • Define and identify occurrences of balance, rhythm, repetition, variety, and emphasis 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>STANDARD 3: Observation, Abstraction, Invention, and Expression</p>	
<p>3.1 Create 2D and 3D artwork from direct observation</p> <ul style="list-style-type: none"> • For example, students draw a still life of flowers or fruit, action studies of their classmates in sports poses, or sketches of the class pet having a snack or a nap. 	<p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>3.2 Create 2D and 3D expressive artwork that explores abstraction</p> <ul style="list-style-type: none"> • For example, a student simplifies an image by making decisions about essential colors, lines, or textures. 	<p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy</p> <ul style="list-style-type: none"> • For example, students draw members of a family from memory; illustrate a character in a folktale or play; build a clay model of an ideal place to play; or make images that convey ideas such as friendship. 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>STANDARD 4: Drafting, Revising, and Exhibiting</p>	
<p>4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion</p> <ul style="list-style-type: none"> • For example, a first grader chooses a painting and tells how she mixed the colors, and talks about the decisions she made. 	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>4.2 Select works for exhibition and work as a group to create a display</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p>
<p>4.3 As a class, develop and use criteria for informal classroom discussions about art</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>STANDARD 5: Critical Response</p>	
<p>5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work</p>	<p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>

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<p>5.2 Classify artworks into general categories, such as painting, printmaking, collage, sculpture, pottery, textiles, architecture, photography, and film</p>	<p>#18 Patterns and Sorting 18.2 Matches, sorts and charts</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks</p>	<p>#1 Self Concept 1.1 Expresses preference</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>5.4 (Grades 3 and 4) Explain strengths and weaknesses in their own work, and share comments constructively and supportively within the group</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#32 Visual Arts 32.1 Develops artistic techniques 32.2 Expresses through visual arts</p>
<p>STANDARD 6: Purposes and Meanings in the Arts</p>	
<p>6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this, and why?” “How does this work make me feel?”</p>	<p>#13 Reading Comprehension 13.1 Responds to text</p> <p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

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<p>6.2 Investigate uses and meanings of examples of the arts in children’s daily lives, homes, and communities</p> <ul style="list-style-type: none"> • For example, children learn and teach other children songs in languages other than English; interview parents and community members about dances, songs, images, and stories that are part of their family and cultural heritage. 	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>STANDARD 7: Roles of Artists in Communities</p>	
<p>7.1 Investigate how artists create their work; read about, view films about, or interview artists such as choreographers, dancers, composers, singers, instrumentalists, actors, storytellers, playwrights, illustrators, painters, sculptors, craftspeople, or architects</p> <ul style="list-style-type: none"> • For example, teachers invite an illustrator of children’s books to school to show how she creates her illustrations. 	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

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STANDARD 8: Concepts of Style, Stylistic Influence, and Stylistic Change	
<p>8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as</p> <ul style="list-style-type: none"> • styles of North American native cultures of the East Coast, Plains, Southwest, and Northwest; • styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries <p>For example, students look at examples of Native American clay containers from the Southwest, and wooden containers from the Northwest and compare the similarities and differences in form and decoration</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>8.2 Identify characteristic features of the visual arts of world civilizations such as styles of ancient Egypt and Africa, China, Mesopotamia, Greece, Rome, and the Medieval period in Europe</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p>
<p>8.3 Perform or create works inspired by historical or cultural styles</p>	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#30 Music 30.2 Expresses through music</p> <p>#31 Dance and Movement 31.2 Expresses through dance and movement</p> <p>#32 Visual Arts 32.2 Expresses through visual arts</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

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<p>STANDARD 9: Inventions, Technologies, and the Arts</p>	
<p>9.1 When using art materials or handling and viewing artifacts or musical instruments, ask and answer questions such as</p> <ul style="list-style-type: none"> • “What is this made of?” • “How does this instrument produce sound?” • “Would I design this differently?” • “Who first thought of making something like this?” <p>For example, students examine a variety of percussion instruments, experiment with the different sounds they make, and learn about the cultures in which they were made.</p>	<p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>
<p>STANDARD 10: Interdisciplinary Connections</p>	
<p>10.1 Integrate knowledge of dance, music, theatre, and visual arts and apply the arts to learning other disciplines</p> <p>Examples of this include:</p> <ul style="list-style-type: none"> • Using visual arts skills to illustrate understanding of a story read in English language arts or foreign languages; • Memorizing and singing American folk songs to enhance understanding of history and geography; • Using short dance sequences to clarify concepts in mathematics. 	<p>#27 Physical Science 27.1 Identifies properties of matter 27.2 Explores forces and motions</p> <p>#29 Technology 29.1 Explores technology</p> <p>#30 Music 30.1 Develops rhythm and tone</p> <p>#31 Dance and Movement 31.1 Develops dance and movement techniques</p> <p>#32 Visual Arts 32.1 Develops artistic techniques</p> <p>#33 Drama 33.1 Participates in dramatic play</p>

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<p>PreK–K.1 Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.</p> <ul style="list-style-type: none"> A. Columbus Day B. Independence Day C. Martin Luther King, Jr. Day D. Presidents' Day E. Thanksgiving 	<p>#21 Families and Communities 21.2 Explores cultures and traditions</p> <p>#24 History 24.1 Describes past events</p>
<p>PreK–K.2 Put events in their own and their families' lives in temporal order.</p>	<p>#24 History 24.1 Describes past events</p>
<p>PreK–K.3 Identify the student's street address, city or town, and Massachusetts as the state and the United States as the country in which he or she lives. Identify the name of the student's school and the city or town in which it is located.</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#23 Geography 23.1 Identifies types of places</p>
<p>PreK–K.4 Describe the location and features of places in the immediate neighborhood of the student's home or school.</p>	<p>#23 Geography 23.1 Identifies types of places</p>
<p>PreK–K.5 Retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p> <p>#24 History 24.1 Describes past events</p>
<p>PreK–K.6 Identify and describe family or community members who promote the welfare and safety of children and adults.</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>PreK–K.7 Demonstrate understanding that there are important American symbols by identifying</p> <ul style="list-style-type: none"> A. the American flag and its colors and shapes B. the melody of the national anthem C. the picture and name of the current president D. the words of the Pledge of Allegiance. 	<p>#22 Civics and Economics 22.1 Understands citizenship</p> <p>#24 History 24.1 Describes past events</p>
<p>PreK–K.8 Give examples of different kinds of jobs that people do, including the work they do at home.</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>PreK–K.9 Explain why people work (e.g., to earn money in order to buy things they want).</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p>
<p>PreK–K.10 Give examples of the things that people buy with the money they earn.</p>	<p>#22 Civics and Economics 22.2 Understands concepts of trade</p>

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Earth and Space Science	
Earth's Materials	
1. Recognize that water, rocks, soil, and living organisms are found on the earth's surface.	#28 Earth Science 28.2 Explores ecosystems
2. Understand that air is a mixture of gases that is all around us and that wind is moving air.	#27 Physical Science 27.2 Explores forces and motions #28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems
The Weather	
3. Describe the weather changes from day to day and over the seasons.	#28 Earth Science 28.1 Identifies weather and climates
The Sun as a Source of Light and Heat	
4. Recognize that the sun supplies heat and light to the earth and is necessary for life.	#28 Earth Science 28.1 Identifies weather and climates
Periodic Phenomena	
5. Identify some events around us that have repeating patterns, including the seasons of the year, day and night.	#18 Patterns and Sorting 18.1 Identifies and creates patterns #28 Earth Science 28.1 Identifies weather and climates
Life Science (Biology)	
Characteristics of Living Things	
1. Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
2. Differentiate between living and nonliving things. Group both living and nonliving things according to the characteristics that they share.	#26 Life Science 26.2 Classifies organisms
3. Recognize that plants and animals have life cycles, and that life cycles vary for different living things.	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms

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Heredity	
4. Describe ways in which many plants and animals closely resemble their parents in observed appearance.	#26 Life Science 26.2 Classifies organisms
Evolution and Biodiversity	
5. Recognize that fossils provide us with information about living things that inhabited the earth years ago.	#24 History 24.1 Describes past events #28 Earth Science 28.2 Explores ecosystems
Living Things and Their Environment	
6. Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.	#28 Earth Science 28.2 Explores ecosystems
7. Recognize changes in appearance that animals and plants go through as the seasons change.	#26 Life Science 26.1 Identifies basic needs #28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems
8. Identify the ways in which an organism's habitat provides for its basic needs (plants require air, water, nutrients, and light; animals require food, water, air, and shelter).	#26 Life Science 26.1 Identifies basic needs #28 Earth Science 28.1 Identifies weather and climates 28.2 Explores ecosystems
Physical Sciences (Chemistry and Physics)	
Observable Properties of Objects	
1. Sort objects by observable properties such as size, shape, color, weight, and texture.	#18 Patterns and Sorting 18.2 Matches, sorts and charts #27 Physical Science 27.1 Identifies properties of matter
States of Matter	
2. Identify objects and materials as solid, liquid, or gas. Recognize that solids have a definite shape and that liquids and gases take the shape of their container.	#27 Physical Science 27.1 Identifies properties of matter

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Position and Motion of Objects	
3. Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.	#27 Physical Science 27.2 Explores forces and motions
4. Demonstrate that the way to change the motion of an object is to apply a force (give it a push or a pull). The greater the force, the greater the change in the motion of the object.	#27 Physical Science 27.2 Explores forces and motions
5. Recognize that under some conditions, objects can be balanced.	#27 Physical Science 27.2 Explores forces and motions
Technology/Engineering	
1. Materials and Tools Central Concept: Materials both natural and human-made have specific characteristics that determine how they will be used.	
1.1 Identify and describe characteristics of natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	#27 Physical Science 27.1 Identifies properties of matter
1.2 Identify and explain some possible uses for natural materials (e.g., wood, cotton, fur, wool) and human-made materials (e.g., plastic, Styrofoam).	#27 Physical Science 27.1 Identifies properties of matter #29 Technology 29.1 Explores technology
1.3 Identify and describe the safe and proper use of tools and materials (e.g., glue, scissors, tape, ruler, paper, toothpicks, straws, spools) to construct simple structures.	#29 Technology 29.1 Explores technology
2. Engineering Design Central Concept: Engineering design requires creative thinking and consideration of a variety of ideas to solve practical problems.	
2.1 Identify tools and simple machines used for a specific purpose, e.g., ramp, wheel, pulley, lever.	#29 Technology 29.1 Explores technology
2.2 Describe how human beings use parts of the body as tools (e.g., teeth for cutting, hands for grasping and catching), and compare their use with the ways in which animals use those parts of their bodies.	#29 Technology 29.1 Explores technology

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Physical Health Strand	
STANDARD 1: Growth and Development	
1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)	#6 Health and Safety 6.2 Practices good hygiene
1.2 Identify behaviors and environmental factors that influence functioning of body systems	#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene
1.3 Identify appropriate accommodations and aids for people with physical disabilities For example, students tour the school to determine all wheelchair accessible features and create a map of the school with these features labeled that can be displayed in the school	#3 Social Relationships 3.3 Cares for and responds to others #6 Health and Safety 6.3 Demonstrates safe practices
1.4 Distinguish the characteristics of living and non-living organisms List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death)	#26 Life Science 26.1 Identifies basic needs 26.2 Classifies organisms
STANDARD 2: Physical Activity and Fitness	
2.1 <ul style="list-style-type: none"> Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance In pairs, students practice throwing and catching different objects, then hitting a target. Observe partner and use movement concepts to provide feedback 	#4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements
2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams	#4 Gross Motor 4.2 Coordinates large movements
2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills	#4 Gross Motor 4.2 Coordinates large movements #31 Dance and Movement 31.1 Develops dance and movement techniques
2.4 Identify physical and psychological changes that result from participation in a variety of physical activities	#6 Health and Safety 6.1 Makes healthy food and exercise choices
2.5 Explain the benefits of physical fitness to good health and increased active lifestyle	#6 Health and Safety 6.1 Makes healthy food and exercise choices

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<p>2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>
<p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings</p>	<p>#3 Social Relationships 3.2 Cooperates</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>STANDARD 3: Nutrition</p>	
<p>3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>3.3</p> <ul style="list-style-type: none"> • Recognize hunger and satiety cues and how to make food decisions based upon these cues • Sponsor a potluck lunch in the class and ask students to select and eat servings one at a time so that they eat slowly until their appetite is satisfied. Ask them to pay attention to their feelings of hunger and satiety. Students discuss their experiences 	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>3.4 Identify heredity, diet, and physical activity as key factors in body shape and size</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p>
<p>3.5</p> <ul style="list-style-type: none"> • Identify the connection between food served in the home with regional food production • Students interview a person in the home who prepares food to determine how food choices change according to season 	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>3.6 Describe personal hygiene and safety measures used in preparing foods</p>	<p>#6 Health and Safety 6.2 Practices good hygiene</p>
<p>3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p> <p>#21 Families and Communities 21.2 Explores cultures and traditions</p>

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STANDARD 4: Reproduction/Sexuality	
<p>4.1 Identify the components, functions, and processes of the reproductive system Students label the functions and/or systems of the reproductive system on a blank diagram</p>	<p>#6 Health and Safety 6.2 Practices good hygiene</p> <p>#26 Life Science 26.1 Identifies basic needs</p>
<p>4.2 Identify the physical changes as related to the reproductive system during puberty</p> <ul style="list-style-type: none"> • Invite the school nurse or a health care professional who specializes in children to discuss the changes that take place in boys and girls at puberty 	<p>#6 Health and Safety 6.2 Practices good hygiene</p> <p>#26 Life Science 26.1 Identifies basic needs</p>
<p>4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian)</p>	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>4.4</p> <ul style="list-style-type: none"> • Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus 	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene</p>
Social and Emotional Health Strand	
STANDARD 5: Mental Health	
<p>5.1</p> <ul style="list-style-type: none"> • Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings • Students draw a picture of their family members after the birth of an additional family member and give an oral interpretation in small groups 	<p>#1 Self Concept 1.3 Identifies and manages feelings</p> <p>#3 Social Relationships 3.3 Cares for and responds to others</p>
<p>5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being</p>	<p>#1 Self Concept 1.3 Identifies and manages feelings</p>
<p>5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships</p>	<p>#1 Self Concept 1.1 Expresses preference 1.2 Takes responsibility</p> <p>#3 Social Relationships 3.1 Builds positive relationships</p>

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<p>5.4 Describe the effects of leadership skills on the promotion of teamwork</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#3 Social Relationships 3.2 Cooperates</p>
<p>5.5</p> <ul style="list-style-type: none"> • Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions • Students design a poster showing the steps used to solve a problem and post it in the classroom 	<p>#20 Logic 20.1 Solves problems</p> <p>#25 Scientific Reasoning 25.1 Inquires and predicts 25.2 Observes and experiments 25.3 Evaluates and infers</p>
<p>5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self- concept</p>	<p>#1 Self Concept 1.2 Takes responsibility 1.3 Identifies and manages feelings</p>
<p>STANDARD 6: Family Life</p>	
<p>6.1 Describe different types of families, addressing membership and social influences, and the functions of family members</p>	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>6.2</p> <ul style="list-style-type: none"> • Describe factors, such as character traits of individuals and life events, that can strengthen families • As a class, design a bulletin board collage on the many different things adults know and are able to do. Discuss why a person with these skills, experiences, talents, and information would be a good person to talk to when you have a problem or have experienced a success 	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>6.3 Identify whom to talk with about family problems and successes</p>	<p>#3 Social Relationships 3.1 Builds positive relationships</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>6.4 Identify what parents do to provide a safe, healthy environment for their children</p>	<p>#3 Social Relationships 3.1 Builds positive relationships</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>

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STANDARD 7: Interpersonal Relationships	
<p>7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups</p>	<p>#3 Social Relationships 3.1 Builds positive relationships 3.3 Cares for and responds to others</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>7.2</p> <ul style="list-style-type: none"> • Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school • Students design posters, bulletin boards or web page components on the theme of the 3R's—Responsibilities, Rights, and Respect. Include examples of conduct and policies that reflect the 3R's in the school 	<p>#3 Social Relationships 3.1 Builds positive relationships 3.3 Cares for and responds to others</p> <p>#7 Listening 7.1 Comprehends spoken language</p> <p>#8 Communication 8.1 Communicates ideas</p>
<p>7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others</p>	<p>#3 Social Relationships 3.1 Builds positive relationships</p>
<p>7.4 Describe the concepts of prejudice and discrimination</p>	<p>#21 Families and Communities 21.3 Respects diversity</p> <p>#22 Civics and Economics 22.1 Understands citizenship</p>
Safety and Prevention Strand	
STANDARD 8: Disease Prevention and Control	
<p>8.1 Describe how the body fights germs and disease naturally and with medicines and immunization</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene</p>
<p>8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness</p>	<p>#6 Health and Safety 6.2 Practices good hygiene</p>
<p>8.3</p> <ul style="list-style-type: none"> • Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes) • Invite the school nurse or school physician to present a program to students about the relationship between hand washing and catching a cold and medicines that may help, including that medicines should only be taken with adult supervision 	<p>#6 Health and Safety 6.2 Practices good hygiene</p>

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<p>8.4</p> <ul style="list-style-type: none"> Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing) Using a large cardboard model of the mouth with the teeth labeled, students close their eyes and floss with yarn covered with colored chalk. Students open their eyes and see which teeth were and were not missed. Practice until flossing is complete 	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene</p>
<p>STANDARD 9: Safety and Injury Prevention</p>	
<p>9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important</p>	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>9.2</p> <ul style="list-style-type: none"> Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency Students role-play calling the operator, 911, or police, and giving name, address, and other information regarding an emergency. Discuss the circumstances under which not to call (such as a prank) 	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>9.3</p> <ul style="list-style-type: none"> Describe personal responsibility for reducing hazards and avoiding accidents Students develop a checklist of safety labels and features for helmets, sports equipment, and toys, and evaluate their possessions for safety 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>9.4 Distinguish among safe, unsafe, and inappropriate touch</p>	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>9.5</p> <ul style="list-style-type: none"> Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers 	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>9.6 Follow universal precautions for all first aid involving any blood and other body fluids</p>	<p>#6 Health and Safety 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>
<p>9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions</p>	<p>#6 Health and Safety 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>

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STANDARD 10: Tobacco, Alcohol, & Substance Use/Abuse Prevention	
<p>10.1</p> <ul style="list-style-type: none"> Identify and distinguish between substances that are safe and unsafe to be taken by mouth Students sort pictures of food products, beverages, medicines, and vitamins into three categories—Safe to Eat, Not Safe to Eat, Things I Need to Ask About 	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.3 Demonstrates safe practices</p>
<p>10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body</p>	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>10.4 Identify whom to seek help from for a possible poisoning or overdose</p>	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
STANDARD 11: Violence Prevention	
<p>11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another</p>	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes</p>	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p>
<p>11.3</p> <ul style="list-style-type: none"> Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships Using scenarios involving conflict and violence, students discuss the best strategy for resolving a particular situation (such as avoiding strangers, walking or running away, telling someone to stop, asking for help from trusted adults, encouraging others to walk away) 	<p>#3 Social Relationships 3.3 Cares for and responds to others</p> <p>#22 Civics and Economics 22.1 Understands citizenship</p>

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<p>11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#6 Health and Safety 6.3 Demonstrates safe practices</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>Personal and Community Health Strand</p>	
<p>STANDARD 12: Consumer Health and Resource Management</p>	
<p>12.1 Identify and describe health careers</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p> <p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>12.2 Interpret the symbols and information provided on labels for health care products and food products</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.3 Demonstrates safe practices</p> <p>#12 Letter/Word Recognition 12.1 Identifies letters and words</p>
<p>12.3 Identify advertising techniques</p>	<p>#13 Reading Comprehension 13.1 Responds to text</p>
<p>12.4</p> <ul style="list-style-type: none"> • Identify resources used by individuals to manage their daily lives (such as time and money) • Students use scenarios of good or poor choices made by children using time or money resources. Discuss reasons why those choices were appropriate or inappropriate and if inappropriate, what choices could be made instead 	<p>#1 Self Concept 1.2 Takes responsibility</p>
<p>12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects</p>	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#20 Logic 20.1 Solves problems</p>

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STANDARD 13: Ecological Health	
<p>13.1 Describe types of natural resources and their connection with health</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices</p> <p>#26 Life Science 26.2 Classifies organisms</p> <p>#27 Physical Science 27.1 Identifies properties of matter</p>
<p>13.2</p> <ul style="list-style-type: none"> • Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution • Working with family volunteers, students clean up school grounds and plant flowers and other plants that help clean the air (such as spider plant or peace lily). Take before and after pictures and display 	<p>#1 Self Concept 1.2 Takes responsibility</p> <p>#22 Civics and Economics 22.1 Understands citizenship</p>
STANDARD 14: Community and Public Health	
<p>14.1</p> <ul style="list-style-type: none"> • List the jobs carried out by people at school and in the community that support health and success in school • Invite community helpers to speak about the contribution of their occupation to community and/or public health and answer questions from students 	<p>#21 Families and Communities 21.1 Identifies community and family roles</p>
<p>14.2 Identify ways the physical environment is related to individual and community health</p>	<p>#6 Health and Safety 6.1 Makes healthy food and exercise choices 6.2 Practices good hygiene 6.3 Demonstrates safe practices</p>
<p>14.3 List practices and products that make living safer</p>	<p>#6 Health and Safety 6.3 Demonstrates safe practices</p>

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Individual children develop at a unique pace.

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Social and Emotional Development	1 Self Concept	1.1 Expresses preference	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 each person is unique and has his/her own thoughts, feelings and preferences.
		1.2 Takes responsibility	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.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
		1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.	Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
	2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.	Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
		2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.	Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
		2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.	Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
	3 Social Relationships	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 relationships such as those with family, with friends and with teachers.
		3.2 Cooperates	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 within a group.
		3.3 Cares 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 or help another person.
Physical Development	4 Gross Motor	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 strengthen muscles and increase endurance.
		4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	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 movements in continuous play.
	5 Fine Motor	5.1 Controls 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 all sizes with speed and accuracy.
		5.2 Uses drawing/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.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.
	6 Health and Safety	6.1 Makes healthy food and exercise 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 options 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 to proper nutrition, exercise and rest.
		6.2 Practices 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. Describes how s/he feels and the location of pain.	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 conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.
6.3 Demonstrates safe practices		Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.	Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.	

		Infant	Toddler	Preschool	Pre-Primary	Primary				
Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Language and Literacy	7 Listening Comprehension	7.1 Comprehends 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 questions to clarify or deepen understanding. Recalls key ideas shared orally.
		7.2 Follows 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 have implied directions or requests.
	8 Communication	8.1 Communicates 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 reinforce the meaning of what s/he is communicating. 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.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
	9 Vocabulary	9.1 Builds 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 are called.	Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
	10 Phonological Awareness	10.1 Hears 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 sounds in words.
		10.2 Identifies 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 given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
	11 Concepts of Print	11.1 Demonstrates 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 each page.	Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
	12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.	Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when 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).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
		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 analysis skills to decode unfamiliar words.
	13 Reading Comprehension	13.1 Responds 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 come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
		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.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
	14 Emergent Writing	14.1 Writes 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 that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
		14.2 Expresses 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 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 in logical order. Uses descriptive words in writing.

Skill	Goal	Pre-production	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency	
Second Language Acquisition	34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.	Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
		34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.	Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
	35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.	Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.	Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.	

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
123 Mathematics and Reasoning	15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.	Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
		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 to one thousand. Adds and subtracts within twenty.
		15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.	Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., 7=3+4, 7=5+2).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
	16 Shapes	16.1 Identifies 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.	Describes objects in the environment as two- and three-dimensional shapes.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Identifies and draws complex shapes.
		16.2 Manipulates 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.	Separates a shape into halves, thirds and fourths.	
	17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side 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.	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 been slid, turned or flipped and describes the translation.
		17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	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 related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
	18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.	Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
		18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.	After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
	19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.	Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
		19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.	Orders multiple objects by one feature using process of elimination. Describes order using 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 longer one object is than another using standard units of 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 their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

Social Studies	21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.	Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
		21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.	Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
		21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.	Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
	22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.	Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
		22.2 Understands 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.	Explores the use of trade to receive objects 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 together in trade to get what they need and want.
	23 Geography	23.1 Identifies 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 questions about landmarks.	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 and characteristics of an environment affect how people live.
		23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.	Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
	24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.	Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

Skill	Goal	Benchmark A	Benchmark B	Benchmark C	Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H	
Science	25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.	When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.
		25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.	Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.
		25.3 Evaluates 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 phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.
	26 Life Science	26.1 Identifies 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 have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	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 that living things must overcome to survive.
		26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.	Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.
	27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.	Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
		27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.	Explains how 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 differently on different surfaces. Explains how force is used to change the direction of moving objects.
	28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notifies changes in temperature or weather in the immediate environment.	Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	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 weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.
		28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.	Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a 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.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.
	29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.	Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.

Creative Development	30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.	Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings. Participates in call and response and two part rounds.
		30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.	Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
	31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.	Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
		31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.	Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
	32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.	Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
		32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.	Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.
	33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.	Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
		33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.	Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.