

2013 Florida Standards	A	Head Start Standards	2018 Florida Standards
PHYSICAL HEALTH		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	I. PHYSICAL DEVELOPMENT
A Health and Wellness			
1. Shows characteristics of good health to facilitate learning			
2. Shows visual abilities to facilitate learning and healthy growth and development			
3. Demonstrates auditory ability to facilitate learning and health growth and development			
4. Demonstrates characteristics of good oral health and performs oral hygiene routines			
5. Shows familiarity with health care providers in relation to health and wellness			
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health			
7. Show basic physical needs are met			
		P-PMP 4 Child demonstrates personal hygiene and self-care skills	IAc Personal Care Routines
8. Actively takes part in basic health and safety routines		Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed	IAC1 Responds to and initiates care routines that support personal hygiene
		Washes hands with soap and water, knows to do this before eating, after using the bathroom, or after blowing nose	IAC1 Benchmark a. Initiates and completes familiar hygiene routines independently
		P-PMP 5 Child demonstrates knowledge of personal safety practices and routines	IAb Safety
		Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings	IAb1 Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities IAb1 benchmark b. Identifies consequences of not following safety rules
		Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices	IAb1 Benchmark a. Consistently follows basic safety rules independently across different situations
			IAa Active Play
9. Participates in physical fitness activities			IAa1 Engages in physical activities with increasing balance, coordination, endurance, and intensity. IAa1 Benchmark a Seeks to engage in physical activities or active play routinely with increased intensity and duration

10. Makes healthy food choices	<p>P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits</p> <p>Identifies a variety of healthy and unhealthy foods</p> <p>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy</p> <p>Moderates food consumption based on awareness of own hunger and fullness</p>	<p>IAd Feeding and nutrition</p> <p><u>IAd1</u> Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.</p> <p><u>IAd1 Benchmark b</u> Recognizes nutritious food choices and healthy eating habits</p>
B. Self-Help		
1. Actively participates in self-care	P-PMP4 above	1Ac above
2. Helps carry out classroom routines		<u>IAd1 Benchmark a</u> Assists adults in preparing simple foods to serve to self or others
C. Gross Motor Development		
GROSS MOTOR		
1. Demonstrates increasing motor control and balance	<p>P-PMP 1 Child demonstrates control, strength, and coordination of large muscles</p> <p>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg</p> <p>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around, playing tag</p>	<p>IBa1 Motor Development</p> <p>IBa Gross Motor Development</p> <p><u>IBa1</u> Demonstrates use of large muscles for movement, position, strength, and coordination</p> <p><u>IBa1 Benchmark a</u> Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another.</p> <p><u>IBa1 Benchmark b</u> Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.</p> <p><u>IBa1 Benchmark c</u> Engages in more complex movements (e.g. riding a tricycle with ease)</p>
2. Demonstrates the ability to combine movements for gross motor skills	Performs actions that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music	<p><u>IBa1 Benchmark d</u> Engages in physical activities of increasing levels of intensity for sustained periods of time.</p> <p><u>IBa2</u> Demonstrates use of large muscles to move in the environment.</p> <p><u>IBa2 Benchmark a</u> Combines and coordinates more than two motor movements (e.g. moves a wheelchair through an obstacle course.)</p>
P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people		
	<p>Demonstrates awareness of own body and other people's space during interactions</p> <p>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball</p> <p>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting line with other children</p>	<p>IBb Gross Motor Perception (Sensorimotor)</p> <p><u>IBb1 Benchmark b</u> Demonstrates spatial awareness through play activities.</p> <p><u>IBb1 Benchmark a</u> Acts and moves with purpose and independently recognizes differences in direction, distance, and location</p>

D. Fine Motor Development	FINE MOTOR	IBc Fine Motor Development
1. Demonstrates increasing control of small motor muscles to perform simple tasks	P-PMP 3 Child demonstrates increasing control, strength, and coordination of small muscles	IBc1 Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks.
	Uses coordinated movements to complete complex tasks such as cutting along a line, pouring, or buttoning	IBc2 Benchmark c Uses coordinated movements to complete complex tasks e.g. cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces, shoes, fastens tabs
		IBc2 Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision
2. Uses eye-hand coordination to perform fine motor tasks	Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together	IBc2 Benchmark a Easily coordinates hand and eye movements to carry out tasks e.g. working on puzzles or stringing beads together.
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting	IBc1 Benchmark a Shows hand control using various drawing and art tools with increasing coordination IBc2 Benchmark b Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing, and painting.
APPROACHES TO LEARNING	APPROACHES TO LEARNING	II. APPROACHES TO LEARNING
A. Eagerness and Curiosity	Initiative and Curiosity	IIA Eagerness and Curiosity
1. Shows curiosity and is eager to learn new things and have new experiences	P- ATL 11 Child shows interest in and curiosity about the world around them Asks questions and seeks new information Is willing to participate in new activities or experiences even if they are perceived as challenging Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities	IIA1 Shows increased curiosity and is eager to learn new things and have new experiences
B. Persistence	Cognitive Self-Regulation - Executive Functioning	IIB Persistence
1. Attends to tasks for a brief period and seeks help when needed	P-ATL-6 Child maintains focus and sustains attention with minimal adult support Maintains focus on activities for extended periods of time, such as 15 minutes or more Engages in purposeful play for extended periods of time Attends to adults during large and small group activities with minimal support	IIB1 Attends to tasks for a brief period
	P-ATL 7 Child persists in tasks Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child Returns with focus to an activity or project after having been away from it.	IIIB2 Benchmark a Increases attention to preferred activities and begins to attend to non-preferred activities
	P-ATL 8 Child holds information in mind and manipulates it to perform tasks Accurately recounts recent experiences in the correct order and includes relevant details. Successfully follows detailed, multi-step directions, sometimes with reminders Remembers actions to go with stories or songs shortly after being taught. P-ATL 9 Child demonstrates flexibility in thinking and behavior Tries different strategies to complete work or solve problems including with other children. Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outside voices and feet.	
C. Creativity	Creativity	IIC Creativity and Inventiveness
1. Approaches daily activities with creativity	P-ATL -12 Child expresses creativity in thinking and communication Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity Approaches tasks, activities, and play in ways that show creative problem solving. Uses multiple means of communication to creatively express thoughts, feelings, or ideas. P-ATL 13 Child uses imagination in play and interactions with others Engages in social and pretend play. Uses imagination with materials to create stories or Uses objects or materials to represent something else	IIC1 Approaches daily activities with creativity and inventiveness
D. Planning and Reflection	Initiative and Curiosity	IID Planning and Reflection
1. Shows initial signs of planning and learning from their experiences.	P- ATL 10 Child demonstrates initiative and independence Engages in independent activities Makes choices and communicates these to adults and other children Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching game construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.	IID1 Demonstrates some planning and learning from experience

SOCIAL AND EMOTIONAL DEVELOPMENT	APPROACHES TO LEARNING Emotional and behavioral self-regulation	III. SOCIAL AND EMOTIONAL DEVELOPMENT
<p>A. Self Regulation</p> <p>a. Affective</p> <p>1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routine, when given a consistent and predictable environment.</p> <p>2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative with teacher support and multiple experiences over time</p>	<p>P-ATL 4 Child manages actions, words, and behavior with increasing independence</p> <p>Demonstrates control over actions and words in response to a challenging situation such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from adults.</p> <p>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</p> <p>Waits for turn, such as waits in line to wash hands or waits for turn on swings..</p> <p>P-ATL 1 Child manages emotions with increasing self-regulation</p> <p>Expresses emotions in ways that are appropriate to the situation.</p> <p>Looks for adult assistance when emotions are most intense.</p> <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p> <p>P-ATL 4 Child manages actions, words, and behavior with increasing independence</p> <p>Refrains from aggressive behavior towards others</p> <p>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</p> <p>P-ATL 5 Child demonstrates an increasing ability to control impulses</p> <p>Stops an engaging activity to transition to another less desirable activity with adult guidance and support.</p> <p>Delays having desires met, such as agreeing to wait turn to start an activity</p> <p>Without adult reminders, waits to communicate information to a group</p> <p>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p> <p>Functioning</p> <p>P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.</p> <p>Recognizes and labels basic emotions in books or photographs</p> <p>Uses words to describe own feelings</p> <p>Uses words to describe the feelings of adults or other children</p> <p>P-SE 8 Child manages emotions with increasing independence</p> <p>Expresses feelings in ways that are appropriate to the situation</p> <p>Looks for adult assistance when feelings are most intense</p> <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p> <p>APPROACHES TO LEARNING</p> <p>P ATL 2 Child follows classroom rules and routines with increasing independence</p> <p>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</p> <p>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time</p> <p>P ATL 3 Child appropriately handles and takes care of classroom materials</p> <p>Appropriately handles materials during activities</p> <p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin</p>	<p>IIIB Managing Emotions</p> <p>IIIB1 Demonstrates the ability to self-regulate</p> <p>IIIB1 Benchmark a Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support</p> <p>IIIC2 Benchmark c Responds appropriately to bullying behavior</p> <p>IIIA1 Expresses, identifies, and responds to a range of emotions</p> <p>IIID4 Develops sense of awareness and independence</p> <p>IIID4 Benchmark a Uses words to communicate personal characteristics, preferences, thoughts, and feelings</p> <p>IIIA1 Benchmark a Recognizes the emotions of peers and responds with empathy and compassion</p> <p>IIIA2 Benchmark a Demonstrates cognitive empathy (recognizing or inferring other's mental states) and use of words, gestures, and facial expressions to respond appropriately</p> <p>IIID4 Benchmark b Recognizes preferences of others</p> <p>IIIA2 Demonstrates appropriate affect (emotional response) between behavior and facial expression</p> <p>IIID3 Develops sense of identity and belonging through routines, rituals, and interactions</p>
<p>1. Follows simple rules, agreements, and familiar routines with teacher support</p>	<p>P ATL 2 Child follows classroom rules and routines with increasing independence</p> <p>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</p> <p>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time</p>	<p>IIID3 Develops sense of identity and belonging through routines, rituals, and interactions</p>
<p>2. Begins to use materials with increasing care and safety</p>	<p>P ATL 3 Child appropriately handles and takes care of classroom materials</p> <p>Appropriately handles materials during activities</p> <p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin</p>	

3. Adapts to transitions with increasing independence	<p>P ATL 2 Child follows classroom rules and routines with increasing independence Responds to signals when transitioning from one activity to another</p> <p>P ATL 9 Child develops flexibility in thinking and behavior Transitions between activities without getting upset.</p>	IIID3 Benchmark a Demonstrates willingness to be flexible if routines must change
B. Relationships		
SOCIAL AND EMOTIONAL DEVELOPMENT		
a. Self		
Sense of identity and belonging		
1. Shows increasing confidence in their own abilities	<p>positive feelings about self Shows satisfaction or seeks acknowledgment when completing a task or solving a problem</p> <p>Expresses own ideas or beliefs in group contexts or in interactions with others Uses positive words to describe self, such as kind or hard-worker</p>	<p>exploration and persistence IIID2 benchmark a Persists at individual planned experiences, caregiver-directed experiences, and planned group activities</p>
	<p>P SE 9 Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests. Describes self using several different characteristics</p>	<p>VII. SOCIAL STUDIES VIIB1 Identifies characteristics of self as an individual</p>
		<p>III SOCIAL EMOTIONAL DEVELOPMENT IIID4 Benchmark c Uses words to demonstrate knowledge of personal information (e.g. hair color, age, gender, or size)</p>
	Demonstrates knowledge of uniqueness of self, such a talents, interests, preferences, or culture	<p>VII. SOCIAL STUDIES VIIB2 Identifies the ways self is similar to and different from peers and others</p>
		<p>VI. SCIENTIFIC INQUIRY VIA1 Benchmark c. Begins to understand that individuals may experience sensory events differently from each other (e.g. may like sound of loud noises or feel of fuzzy fabric)</p>
	<p>P-SE 11 Child has a sense of belonging to family, community, and other groups</p>	<p>VII. SOCIAL STUDIES VIIB3 Recognizes individual responsibility as a member of a group (e.g. classroom or family)</p>
	Identifies self as being a part of different groups such as family, community, culture, faith, or preschool	<p>VIIA. Culture IIID4 Benchmark d Identifies self as a unique member of a group (e.g. class, school, family, or larger community) VIIA1 Identifies self as a member of a culture</p>
	Relates personal stories about being a part of different groups Identifies similarities and differences about self across familiar environments and settings.	VIIA2 Understands everyone belongs to a culture
	b. Peers	
1. Interacts and develops positive relationships with peers	<p>Relationships with other children</p>	IIIC2 Develops positive relationships with peers
	<p>P-SE 4 Child engage in cooperative play with other children.</p>	<p>IIID Sense of Identify and Belonging IIID1 Develops sense of identity and belonging through play IIID1 Benchmark s. Engages in associative play and begins to play cooperatively with friends</p>
	Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time. Demonstrates willingness to include others' ideas during interactions and play. Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter. Engages in reflection and conversation about past play experiences.	IIIC2 Benchmark a Plays with peers in a coordinated manner including assigning roles, materials, and actions
	<p>P-SE 3 Child engages in and maintains positive interactions and relationships with other children.</p> <p>Engages in and maintains positive interactions with other children. Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy</p>	IIIC2 Benchmark b Maintains friendship and is able to engage in prosocial behavior such as cooperating, compromising, and turn-taking
2. Develops special friendships	Develops friendships with one or two preferred other children.	
3. Shows care and concern for others	<p>P-SE 7 Child expresses care and concern toward others.</p>	IIIC4 Exhibits empathy by demonstrating care and concern for others
	<p>Makes empathetic statements to adults or other children. Offers support to adults or other children who are distressed.</p>	<p>IIIC4 Benchmark a Able to take the perspective of others and actively respond in a manner that is consistent and supportive IIIA1 Benchmark a. Recognizes the emotions of peers and responds with empathy and compassion</p>

		IIIA2 Benchmark a Demonstrates cognitive empathy (recognizing or inferring other's mental states) and use of words, gestures, and facial expressions to respond appropriately
c. Adults	Relationships with adults	
Develops positive relationships and interacts comfortably with familiar adults	P-SE 1 Child engages in and maintains positive relationships and interactions with adults	IIIC1 Develops positive relationships with adults
	Interacts readily with trusted adults. Engages in some positive interactions with less familiar adults, such as parent volunteers. Shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed.	IIIC1 Benchmark a. Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults
	P-SE 2 Child engages in prosocial and cooperative behavior with adults	
	Engages in prosocial behaviors with adults, such as using respectful language or greeting. Attends to an adult when asked Follows adult guidelines and expectations for appropriate behavior. Asks or waits for adult permission before doing something when they are unsure.	
C. Social problem solving		
1. Shows developing ability to solve social problems with support from familiar adults	P SE 5 Child uses basic problem solving skills to resolve conflicts with other children	IIIC3 Demonstrates increasing ability to engage in social problem solving
	Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"	
	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising Expresses feelings, needs, and opinions in conflict situations Seeks adult help when needed to resolve conflicts	IIIC3 benchmark a Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution
2. Develops an initial understanding of bullying, with support from familiar adults		IIIC2 Benchmark c Responds appropriately to bullying behavior
LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY	LANGUAGE AND COMMUNICATION	LANGUAGE AND LITERACY
A. Listening and Understanding	Attending and Understanding	IVA. Listening and Understanding
1. Increases knowledge through listening	P-LC 1 Child attends to communication and language from others	IVA1 Demonstrates understanding while listening
	Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.	IVA1 benchmark a Engages in multiple back-and-forth communicative interactions with adults (e.g. teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems, and share what is learned with others.
Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said	Shows ongoing connection to a conversation, group discussion, or presentation.	IVA1 benchmark b Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said.
		IVA2 Increases knowledge through listening
		IVA2 benchmark a. Identifies the main idea, some details of a conversation, story, or informational text and can explicitly connect what is being learned to own existing knowledge.
		IVA2 benchmark b Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play.
	P-LC 2 Child understands and responds to increasingly complex communication and language from others	
	Demonstrates understanding of a variety of question types, such as "yes/no" or "Who/what/when/where?" or "how/why?" Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then. Shows an understanding of talk related to the past or future. Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told; or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.	
2. Follows multi-step directions		IVA2 Follows directions
Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time	Shows an ability to recall (in order) multiple step directions	IVA2 benchmark a Achieves mastery of two-step directions and usually follows three-step directions.
B. Speaking	Communicating and Speaking	IVB Speaking

<p>1. Speech is understood by both a familiar and an unfamiliar peer or adult</p>	<p>P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways</p> <p>Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated in infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.</p>	<p>IVB1 Speaks and is understood when speaking</p> <p>IVB1 benchmark a Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.</p>
	<p>P-LC 3 Child varies the amount of information provided to meet the demands of the situation.</p> <p>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</p> <p>Uses language, spoken or sign, to clarify a word or statement when misunderstood languages.</p> <p>P-LC 4 Child understands, follows, and uses appropriate social and conversational rules</p> <p>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p> <p>With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</p>	
<p>C. Vocabulary</p>	<p>Vocabulary</p>	<p>IVC Vocabulary</p>
<p>1. Shows an understanding of words and their meanings</p> <p>Child has age appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe adjectives and adverbs)</p> <p>Child has mastery of functional and organizational language of the classroom (same and different, in front of and behind, next to, opposite, below</p>	<p>P-LC 6 Child understands and uses a wide variety of words for a variety of purposes</p> <p>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "Cocoon" when learning the life-cycle of caterpillars, or "Cylinder" when learning about 3D shapes</p>	<p>IVC1 Shows an understanding of word and their meanings</p> <p>IVC1 benchmark a Demonstrates understanding of age-appropriate vocabulary across many topic areas each area I'm demonstrates a wide variety of words and their meanings within each area (e.g. wrld knowledge, names of body parts and feelings)</p> <p>IVC1 benchmark b demonstrates understanding of functional and organizational language (e.g. same and different, in front of and behind, next to, opposite ,below) in multiple environments</p>
	<p>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussion</p>	<p>IVC1 benchmark c Understands or knows the meaning of many thousands of words including subject area words (e.g. science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).</p>
<p>Child understands or knows the meaning of many thousands of words including disciplinary words (science, social studies, math and literacy) many more than he or she routinely uses (receptive language)</p>		
<p>2. Shows increased vocabulary to describe many objects, actions, and events</p>		<p>IVC2 Uses increased vocabulary to describe objects ,actions, and events (expressive)</p>
<p>Child uses a large speaking vocabulary, adding new words weekly</p>	<p>Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities</p>	<p>IVC2 benchmark a Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>
	<p>With support, forms guesses about the meaning of new words from context clues</p>	<p>IVC2 benchmark c Identifies unfamiliar words asking for clarification</p>
		<p>the understanding that some words have multiple meanings.</p>
<p>Child uses category labels (fruit, vegetable, animal, transportation, tools)</p>	<p>P-LC 7 Child shows understanding of word categories and relationships among words</p> <p>Categorizes words or objects such as sorting a hat, machines, and tools into the construction group, or giving many examples of animals.</p> <p>Discusses new words in relation to known words and word categories, such as "it fell to the bottom when it sank" or "when you hop it's like jumping on one leg" or "the bear and fox are both wild animals"</p> <p>Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</p>	
	<p>identifies key common antonyms, such as black/white or up/down. Identifies 1-2 synonyms for very family words , such as glad or happy.</p> <p>Shows an ability to distinguish similar words, such as "I don't like it, I love it" or "it's more than tall, it's gigantic" or "it's so cold, it's frosty.</p>	
<p>Child uses a variety of word meaning relationships (part-whole, object-function, object - location)</p>		<p>IVC2 benchmark b Uses a variety of word-meaning relationships (e.g. part-whole, object-function, object-llocation.)</p>
<p>D. Sentences and Structure</p>		<p>IVD Sentences and Structure</p>
<p>1. Uses age-appropriate grammar in conversations with increasingly complex phrases and sentences</p>		<p>IVD1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p>
	<p>P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways</p>	

Child typically uses complex sentences of four or more words, usually with subject, verb, and subject-verb agreement		IVD1 benchmark a Typically uses complete sentences of five or more words, usually with subject, verb, and object order.
Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement		IVD1 benchmark b Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject verb agreement.
2. Connects phrases and sentences to build ideas	Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations	IVD2 Connects words, phrases and sentences to build ideas.
Child uses sentences with more than one phrase		IVD2 benchmark a Uses sentences with more than one phrase.
Child uses more than one idea using complex sentences		IVD2 benchmark b Combines more than one idea using complex sentences (e.g. sequences and cause/effect relationships)
Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.	IVD2 benchmark c Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning.
E. Communication		IVE Conversation
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems		IVE1 Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems.
Child demonstrates varied uses of language (requesting, commenting, using manner words, problem-solving)		IVE1 benchmark a Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g. words related to social conventions like "please" and "thank you")
2. Initiates, asks questions, and responds to adults and peers in a variety of settings		IVE2 Asks questions and responds to adults and peers in a variety of settings.
Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content		IVE2 benchmark a Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations.
Child provides appropriate information for the setting (introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult)		
3. Uses appropriate language and style for context		IVE3 Demonstrates understanding of the social conventions of communication and language.
Child demonstrates knowledge of verbal conversational rules (appropriately taking turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)		IVE3 benchmark b Demonstrates knowledge of verbal conversational rules (e.g. appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation.
Child demonstrates knowledge of nonverbal conversational rules (appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)		IVE3 benchmark a Demonstrates increased awareness of nonverbal conversational rules
Child matches language to social and academic contexts (uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom)		IVE3 benchmark c Matches language to social and academic contexts (e.g. uses volume appropriate to context)
F. Emergent Reading		IVF Emergent Reading
1. Shows motivation for reading		IVF1 Shows motivation for and appreciation of reading
Benchmark a: Child enjoys reading and reading related activities (e.g. selects reading and reading-related activities when given a choice, pretends to read to others)		IVF1 benchmark a Selects books for reading enjoyment and reading related activities including pretending to read to self or others
		IVF1 benchmark b Makes real world connections between stories and real life experience.
Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment		IVF1 benchmark c Interacts appropriately with books and other materials in a print rich environment.
	P-LIT 3 Child demonstrates an understanding of narrative structure through storytelling/retelling	
	Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.	
	Tells fictional or personal stories using a sequence of at least 2-3 connected events.	
	Identifies characters and main events in books and stories	
Benchmark c: Child asks to be read to or asks the meaning of written text		IVF1 benchmark d Asks to be read to, asks the meaning of written text and compares books/stories
2. Shows age appropriate phonological awareness	Phonological Awareness	IVF2 Shows age appropriate phonological awareness
Benchmark a: Child can distinguish individual word within spoken phrases or sentences		IVF2 benchmark a Distinguishes individual words within spoken phrases or sentences.
	P-LIT 1 Child demonstrates awareness that spoken language is composed of smaller segments of sound	
	Provides one or more words that rhyme with a single given target such as "What rhymes with log?"	
	Produces the beginning sound in a spoken word, such as "Dog begins with /d/."	

	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as "Sock, Sara, and song all start with the /s/ sound. "What else starts with the /s/ sound?"	
Benchmark b: Child combines words to make a compound word (e.g. foot + ball = football)		IVF2 benchmark b Combines words to make a compound word (e.g. foot+ ball=football.
Benchmark c: Child deletes a word from a compound word (e.g. starfish - star = fish)		IVF2 benchmark c Deletes a word from a compound word (e.g. starfish - star = fish
Benchmark d: Child combines syllables into words (e.g. sis+ter=sister)		IVF2 benchmark d Combines syllables into words (e.g. sis+ter + sister)
Benchmark e: Child can delete a syllable from a word (e.g. trumpet - trum=pet)		IVF2 Benchmark e Child can delete a syllable from a word (e.g. trumpet - trum=pet)
Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g. when shown several pictures, and adult says /c/+at, child can select the picture of the cat)		IVF2 Benchmark f Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g. when shown several pictures, and adult says /c/+at, child can select the picture of the cat)
3. Shows alphabetic knowledge	P-LIT 3 Child identifies letters of the alphabet and produces correct sounds associated with letters.	IVF3 Shows alphabetic and print knowledge
Benchmark a: Child recognizes almost all letters when named (e.g. when shown a group of letters, can accurately identify the letter that is named)		IVF3 benchmark b Recognizes almost all letters when named (e.g. when shown a group of letters, can accurately identify verbally or nonverbally the letter tht is named.
Benchmark b: Child names most letters (e.g. when shown an uppercase or lowercase letter, can accurately say its name)	Names 18 upper and 15 lower case letters	IVF3 benchmark c Names most letters (e.g. when shown uppercase or lowercase letter, can accurately say its name)
Benchmark c: Child recognizes some letter sounds (e.g. when shown a group of letters can accurately identify the letter of the sound given.)	Knows the sounds associated with several letters	IVF3 benchmark d Recognizes some letter sounds (e.g. when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
Benchmark d: Child names some letter sounds (e.g. when shown a letter, can accurately say the sound the letter makes)		
4. Demonstrates comprehension of text read aloud	Comprehension and Structure	IVF4 Demonstrates comprehension of books read aloud.
	P-LIT 5 Child asks and answers questions about a book that was read aloud.	
	Answers questions about details of a story with increasingly specific information such as when asked "Who was Mary?" responds "She was the girl who was riding the horse and then got hurt."	
Benchmark a: Child retells or reenacts a story after it is read aloud	Provides a summary of a story, highlighting a number of key ideas in the story and how they relate	IVF4 benchmark a Retells or reenacts story with increasing accuracy and complexity after it is read aloud
Benchmark b: Child asks and answers appropriate questions about the story (e.g. "What just happened?" "What might happened next?" etc.	Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story, inferring characters' feelings or intentions: or providing evaluations of judgements that are grounded in the text.	IVF4 Benchmark b: Child asks and answers appropriate questions about the story (e.g. "What just happened?" "What might happened next?" "What would happen if...?"
G. Emergent Writing	Print and Alphabet Knowledge	IVG Emergent Writing
1. Shows motivation to engage in written expression		IVG1 Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression	P-LIT 2 Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)	IVF3 benchmark a Recognizes that print conveys meaning
	Understands that print is organized differently for different purposes, such as a note, list, or storybook.	
	Understands that written words are made up of a group of individual letters.	
	Begins to point to single-syllable words while reading simple, memorized texts.	
	Identifies book parts and features such as the front, back, title, and author	
	Writing	
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g. signing artwork, captioning, labeling, creating lists, making notes)	P-LIT 6 Child writes for a variety of purposes using increasingly sophisticated marks.	
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas.	Creates a variety of written products that may or may not phonetically relate to intended messages	IVG1 benchmark a Intentionally uses scribbles/writing to convey meaning (e.g. signing artwork, captionaing, labeling, creating lsits, making notes)
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words	Attempts to independently write some words using invented spelling, such as K for kite.	IVG1 benchmark b Uses letter-like shapes or letters to write words or parts of words.
Benchmark b: Child writes own name (e.g. first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.	Writes first name correctly or close to correctly.	IVG1 benchmark c Writes own name (e.g. first name, last nam, or nickname) not necessari with full correct spelling or well-formed letters.
3. Demonstrates age-appropriate ability to write letters	Shows an interest in copying simple words posted in a classroom.	
Benchmark a: Child independently writes some letters on request		
4. Demonstrates knowledge of purposes, functions, and structure of written composition	Writes (draws) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.	
COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE	COGNITION	V. MATHEMATICAL THINKING
A. Mathematical thinking	MATHEMATICAL DEVELOPMENT	
	Counting and Cardinality	

	P-Math 1 Child knows number names and count sequence	
	Counts or signs to at least 20 by ones.	VA2 Counts and identifies number sequence 1 to 31
a. Number Sense		
1. Demonstrates understanding of one to one correspondence	P-MATH 3 Child understands the relationship between numbers and quantities.	
Benchmark a: Child demonstrates one-to-one correspondence when counting.	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.	VA3 Demonstrates one to one correspondence when counting objects placed in a row (one to 15 and beyond)
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.	Counts and answers "how many?" questions for approximately 10 items.	
2. Shows understanding of how to count and construct sets	Accurately counts as many as 5 objects in a scattered configuration.	
Benchmark a: Child counts sets in the range of 10 to 15 objects.	Understands that each successive number name refers to a quantity that is one larger.	VA5 Constructs and counts sets of objects (on to 10 and beyond)
Benchmark b: Child constructs sets in the range of 10 to 15 objects.	Understands that the last number said represents the number of objects in a set.	VA4 Identifies the last number spoken tells "how many" up to 10 (cardinality)
	P-Math 2 Child recognizes the number of objects in a small set	VA Number Sense
	Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.	VA1 Subitizes (immediately recognizes without counting) up to five objects
3. Shows understanding by participating in the comparison of quantities	P-MATH 4 Compares numbers	
Benchmark a: Child compares two sets to determine if they are equal.	Identifies whether the number of objects in on group is more than, less than, or the same as objects in another group for up to at least five objects.	VA6 Uses counting and matching strategies to find which is more, less than, or equal to 10
Benchmark b: Child compares two sets to determine if one set has more.		
Benchmark c: Child compares two sets to determine if one set has fewer.		
Benchmark d: Child determines one set of objects is a lot more than another set of objects.		
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	P-MATH 5 Child associates a quantity with written numerals up to five and begins to write numbers.	
5. Counts and knows the sequence of number names (spoken)	Associates a number of objects with a written numeral (0 to 5)	
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	Recognizes and, with support, writes some numerals up to 10.	
Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.		
6. Shows understanding of and uses appropriate terms to describe ordinal numbers.	P-MATH 4 Child compares numbers	
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g. children or objects)	Identifies and uses numbers related to order or position from first to tenth.	
Benchmark b: Child names ordinal positions (e.g. first, second, third etc.)		
b. Number and Operations	Operations and Algebraic Thinking	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	P-MATH 6 Child understands addition as adding to and understands subtraction as taking away from	
Benchmark a: Child indicates there are more when combining (adding) sets of objects	With adult assistance, begins to use counting on from a larger number for addition. Example: when adding a group of three to a group of two, counts "one, two, three" and then counts "four, five" (keeping track with fingers).	
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.	When counting back for subtraction such as taking away 3 from 5, counts "five, four, three, ...two" (keeping track with fingers)	
	Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.	VB Number and Operations
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities		VB1 Explores quantities up to eight using objects, fingers, and dramatic play to solve real-world joining and separating problems
Benchmark a: Child combines sets of objects to equal a set no larger than 20		
Benchmark b: Child removes objects from a set no larger than 20		
Benchmark c: Child uses concrete objects (e.g. fingers, blocks) to solve complex problems.	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.	VB2 Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers, and acting out
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time.		
c. Patterns and Seriation	P-MATH 7 Child understands simple patterns	VC. Patterns
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g. red/blue, red/blue versus a non-pattern like a rainbow)		
Benchmark a: Child recognizes patterns and non-patterns		

Benchmark b: Child duplicates identical patterns with at least two elements	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating pattern with blocks at the table that was demonstrated on the rug.	<u>VC2</u> Duplicates a simple AB pattern using different objects
Benchmark c: Child recognizes pattern units (e.g. red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	<u>VC1</u> Identifies and extends a simple AB repeating pattern
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g. red/blue, red/blue) with teacher support and multiple experiences over time	Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	<u>VC3</u> Recognizes the unit of repeat of a more complex pattern and extends the patterns (e.g. ABB or ABC)
2. Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)	P-MATH 8 Child measures objects by their various attributes, using standard and non-standard measurement. Uses differences in attributes to make comparisons	
<u>Benchmark a:</u> Child places objects in increasing order of size when the increasing unit is constant (e.g. unit blocks)	Compares or orders up to 5 objects based on their measurable attributes such as height, size, or weight	
<u>Benchmark b:</u> Child verbalizes why objects were placed in order (e.g. describes process of how and why) with teacher support and multiple experiences over time)	Uses comparative language, such as shortest, heavier, or biggest	
d. Geometry	Geometry and Spatial Sense	VD Geometry
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes (trapezoid, rhombus)	P-MATH 9 Child identifies, describes, compares, and composes shapes	<u>VD1</u> Recognizes and names two-dimensional shapes (circle, square, triangle, and rectangle) of different size and orientation
<u>Benchmark a:</u> Child categorizes (sorts) examples of two-dimensional shapes	Names and describes shapes in terms of length of sides, number of sides, and number of angles	
<u>Benchmark b:</u> Child names two-dimensional shapes	Correctly names basic shapes regardless of size and orientation	
<u>Benchmark c:</u> child constructs examples of two-dimensional shapes.	Analyzes, compares, sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape	<u>VD2</u> Describes, sorts, and classifies two-and three-dimensional shapes using some attributes such as size, sides, and other properties
<u>Benchmark d:</u> Child identifies the number of sides of two-dimensional shapes		
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations		
<u>Benchmark a:</u> Child slides shapes with teacher support and multiple experiences over time.		
<u>Benchmark b:</u> Child flips shapes with teacher support and multiple experiences over time		
<u>Benchmark c:</u> Child rotates shapes, with teacher support and multiple experiences over time		<u>VD3</u> Creates two-dimensional shapes by using other shapes (e.g. putting two squares together to make a rectangle)
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g. cylinder, pyramid)		
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes		
Benchmark b: Child names three-dimensional shapes		
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions using concrete objects.	Creates and builds shapes from components	<u>VD4</u> Constructs with three-dimensional shapes in the environment through play (e.g. building castles in the construction area)
e. Spatial Relations	P-MATH 10 Child explores the positions of objects in space.	VE Spatial Relations
1. Shows understanding of spatial relationships and uses position words (e.g. Above, below, next to, beside, on top)	Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	<u>VE1</u> Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over, and under)
<u>Benchmark a:</u> Child shows understanding of positional		
<u>Benchmark b:</u> Child uses the positional terms verbally (expressive knowledge) e.g. in front of, behind, between, over, through, under- with teacher support and multiple experiences over time.		
2. Describe relative position from different perspectives (e.g. "I am on top of the climber and you are below me.")		
3. Understands and can tell the difference between orientation terms (e.g. horizontal, diagonal, vertical)		
4. Uses directions to move through space and find spaces in place (e.g. obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	Correctly follows directions involving his/her own position in space, such as Stand Up and Move Forward	<u>VE2</u> Uses directions to move through space and find places in space
	SCIENTIFIC REASONING	
	Scientific Inquiry	
f. Measurement	P-SCI 3 Child compares and categorizes observable phenomena	
1. Engages in activities that explore measurement.	Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena	<u>VE1</u> Measures object attributes using a variety of standard and nonstandard tools
2. Compares continuous quantities using length, weight, and height.	P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	<u>VE2</u> Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g. paper clips), with teacher support and multiple experiences over time.	Measures using the same unit, such as snap cubes to see how tall a book is.	
Benchmark b: Child measures or compares the weight of one or more objects using non-standards reference (e.g. beans) with teacher support and multiple experiences over time.	Compares or orders up to five objects based on their measurable attributes, such as height or weight	
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g. pencils) with teacher support and multiple experiences over time.		VF3 Seriates (places objects in sequence) up to six objects in order by height or length (e.g. cube towers or unit blocks)
Benchmark d: Child uses measurement vocabulary (e.g. length, weight, height) and comparative terminology (e.g. more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	Uses comparative language, such as shortest, heavier, or biggest.	
3. Represents and analyzes data	P-SCI 3 Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound	
Benchmark a: Child assists with collecting and sorting materials to be graphed.		
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.		VF4 Represents, analyzes, and discusses data (e.g. charts, graphs, and tallies)
Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.		VF5 Begins to predict the results of data collection
B. Scientific Inquiry	Scientific Reasoning	
a. Investigation and Inquiry	Scientific Inquiry	VI. SCIENTIFIC INQUIRY
	P-SCI 1 Child observes and describes observable phenomena (objects, materials, organisms, and events)	
1. Demonstrates the use of simple tools and equipment for observing and investigating.	Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope	VIA2 Uses tools in scientific inquiry
		VIA2 benchmark a. Uses tools and various technologies to support exploration and inquiry (e.g. digital cameras and scales)
2. Examines objects and makes comparisons.	Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.	VIA Scientific Inquiry through exploration and discovery
	Identifies the five senses (smell, touch, sight, sound, and taste) and uses them to make observations	VIA1 Uses sense to explore and understand their social and physical environment
		VIA1 Benchmark a. Identifies each of the five senses and their relationship to each of the sense organs.
		VIA1 Benchmark b. Begins to identify and make observations about what can be learned about the world using each of the five senses.
	Represents observable phenomena with pictures, diagrams, and 3D models	
	P-SCI 2 Child engages in scientific talk	
	Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure	
	Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.	
	P-SCI 4 Child asks questions, gathers information, and makes predictions	VIA3 Uses understanding of causal relationships to act on social and physical environments.
	Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"	VIA3 benchmark a. Makes predictions and tests their predictions through experimentation and investigation.
	Gathers information about a question by looking at books or discussing prior knowledge and observations	
	Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow." or "I think adding yellow paint to purple will make brown."	
	PSCI 5 Child plans and conducts investigations and experiments	
	Articulates steps to be taken and lists materials needed for an investigation or experiment	
	questions, such as "Do plants need water to grow?" by planting seeds and giving water to some, but not to others.	
	Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children's families are from and creating a graph that shows the number of children from different countries.	VIA3 benchmark b. Collects and records data through drawing, writing, dictation, and taking photographs (e.g. tables, charts, drawings, tallies, and graphs).
	P-SCI 6 Child analyzes results, draws conclusions, and communicates results	
	Analyzes and interprets data and summarizes results of investigation.	

	<p>Draws conclusions, constructs explanations, and verbalizes <u>cause and effect relationships</u></p> <p>With adult support, compares results in initial prediction and <u>offers evidence as to why they do or do not work</u></p> <p>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</p>	<p><u>VIA3 benchmark c</u>, Begins to form conclusions and construct explanations (e.g. What do these results mean?)</p> <p><u>VIA3 benchmark d</u>, Shares findings and outcomes of experiments.</p>
b. Physical Science		VIC Physical Science
		<p>VIC1 Demonstrates knowledge related to physical science</p> <p><u>VIC1 benchmark a</u> Discusses what makes objects move the way they do and how the movement can be controlled</p> <p><u>VIC1 benchmark b</u> Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p> <p><u>VIC1 benchmark c</u> Investigates and describes changing states of matter- liquid, solid, and gas</p> <p><u>VIC1 benchmark d</u> Explores the relationships of objects to light (e.g. light and shadows)</p>
1. Explores the physical properties and creative use of objects or matter.		
c. Life Science		VIB Life Science
		<p>VIB1 Demonstrates knowledge related to living things and their environments.</p> <p><u>VIB1 benchmark c</u>, Understands that all living things grow, change, and go through life cycles</p> <p><u>VIB1 benchmark a</u>, Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g. camouflage, body covering, eye color, other adaptations, types of trees and where they grow.</p> <p><u>VIB1 benchmark b</u> Notices similarities and differences among living things</p> <p><u>VIB1 benchmark d</u> begins to distinguish between living and non-living things.</p> <p><u>VIB1 benchmark e</u>, Observes that living things differ with regard to their needs and habitats</p>
1. Explores growth and change of living things		
2. Identifies the characteristics of living things		
d Earth and Space		VID Earth and Space Science
		<p>VID1 Demonstrates knowledge related to the dynamic properties of earth and sky</p> <p><u>VID1 benchmark a</u> Describes properties of water including changes in the states of water - liquid, solid, and gas (e.g. buoyancy, movement, displacement, and flow</p> <p><u>VID1 benchmark c</u> Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon, and stars</p> <p><u>VID1 benchmark e</u> Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g. types of clothing for different environments)</p> <p><u>VID1 benchmark d</u> Compares the daytime and nighttime cycle</p> <p><u>VID1 benchmark b</u> Discovers explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g. nature walks with hand lenses, collection bags- rocks, twigs, leaves, and shells)</p>
1. Explores the outdoor environment and begins to recognize changes (e.g. weather conditions) in the environment, with teacher support an multiple experiences over time.		
2. Discovers and explores objects (e.g. rocks, twigs, leaves, seashells) that are naturally found in the environment.		
e. Environmental Awareness		VIE Environment
		<p>VIE1 Demonstrates awareness of relationship to people, objects, and living/non-living things in their environment</p> <p>VIID6 Begins to identify the relationships between human decisions and the impact on the environment (e.g. recycling and water conservation)</p> <p><u>VIE1 benchmark b</u> Participates in daily routines demonstrating basic conservation strategies (e.g. conserving water when washing hands or brushing teeth)</p> <p><u>VIE1 benchmark c</u> Identifies examples of organized efforts to protect the environment (e.g. recycling materials in the classroom)</p>
1. Demonstrates ongoing environmental awareness and responsibility (e.g. reduce, reuse, recycle), with teacher support and multiple experience over time		
		VIF Engineering and Technology
		<p>VIF1 Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <p><u>VIF1 benchmark a</u> Identifies problems and tries to solve them by designing or using tools (e.g. makes a simple tent with a chair and cloth for protection from the sun)</p>

C. Social Studies
a. Individual Development and Identity
1. Begins to recognize and appreciate similarities and differences in people
2. Begins to understand family characteristics, roles, and functions
3. Shows awareness and describes some social roles and jobs that people do
b. People, Places, and Environments
1. Demonstrates awareness of geographic thinking
c. Technology and Our World
1. Shows awareness of technology and its impact on how people live
d. Civic Ideals and Practices
1. Demonstrates awareness of group rules (civics)
2. Begins to understand and take on leadership roles
D. Creative Expression Through the Arts
a. Visual Arts
1. Explores visual arts
2. Creates visual arts to communicate an idea
3. Discusses and responds to the feelings caused by an artwork
b. Music
1. Explores music
2. Creates music to communicate an idea
3. Discusses and responds to the feelings caused by music
c. Creative Movement and Dance
1. Explores creative movement and dance
2. Creates creative movement and dance to communicate an idea
3. Discusses and responds to the feelings caused by creative movement and dance

VIF1 benchmark b Explains why a simple machine is appropriate for a particular task (e.g. moving something heavy, moving water from one location to another)
VIF1 benchmark c Uses appropriate tools and materials with greater flexibility to create or solve problems.
VIF1 benchmark d Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g. ramps, pathways, structure, Legos, block building and play)
VII. SOCIAL STUDIES
VIIA3 Explores culture of peers and families in the classroom an community
VIIA4 Explores cultural attributes by comparing and contrasting different characteristics (e.g. language, literature, music, arts, artifacts, foods, architecture, and celebrations
VIID Spaces, Places, and Environments
VIID1 Identifies the relationship of personal space to surroundings
VIID2 Identifies differences and similarities between own environment and other locations
VIID3 Identifies differences and similarities of basic physical characteristics (e.g. landmarks or land features)
VIID4 Uses spatial words (e.g. far/close, up/down, over/under)
VIID5 Recognizes some geographic tools and resources (e.g. maps, globes, or GPS)
VIIIE Time Continuity and Change
VIIIE1 Identifies changes within a sequence of events to establish a sense of order and time
VIIIE2 Observes and recognizes changes that take place over time in the immediate environment
VIIH Technology and Our World
VIIH1 Uses and shows awareness of technology and its impact on how people live (e.g. computers, tablets, mobile devices, cameras or music players
VIIIC Individuals and Groups
VIIIC1 Identifies differences and similarities of self and others as part of a group
VIIIC2 Explains the role of groups within a community
VIIIC3 Demonstrates awareness of group rules (e.g. family, classroom, school or community)
VIIIC4 Exhibits leadership skills and roles (e.g. line leader and door holder)
VIIIF Governance, Civic Ideals and Practices
VIIIF1 Recognizes and follows rules and expectations in varying settings
VIIIF2 Participates in problem solving and decision making
VIIIF3 Begins to explore basic principles of democracy (e.g. deciding rules in a classroom respecting the opinions of others, voting on classroom activities, or civic responsibilities.
VIIIG Economics and Resources
VIIIG1 Recognizes the difference between wants and needs
VIIIG2 Begins to recognize that people work to earn money to buy things they need or want.
VIII. CREATIVE EXPRESSION THROUGH THE ARTS
VIIIA Sensory Art Experiences
VIIIA1 Combines with intention a variety of open-ended process-oriented and diverse art materials
VIIIB Music
VIIIB1 Actively particulates in a variety of individual and group musical activities
VIIIB2 Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group musical activities.
VIIIC. Creative Movement
VIIIC1 Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge

d. Dramatic Play and Theater		VIIID. Imaginative and Creative Play
1. Explores dramatic play and theater		<u>VIIID1</u> Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge verbally or non-verbally, with others using a variety of objects in own environment
2. Creates dramatic play and theater to communicate an idea		VIIIE Appreciation of the Arts
3. Discusses and responds to the feelings caused by dramatic play and theater		<u>VIIIE1</u> Uses appropriate art vocabulary to describe own art creations and those of others
	<u>VIIIE2</u> Compares own art to similar art forms	
	<u>VIIIE3</u> Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community now and in the past.	