



Alignment of the



Experience Early Learning Skills



with the

Head Start Child Development
and Early Learning Framework
(Preschool)

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 <https://www.moothergoosetime.com/skillsresearch/> to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Head Start Child Development and Early Learning Framework (2015) with the Developmental Continuum of the Experience Early Learning Skills.

Typically developing three- to five-year-olds will fall between benchmarks C and F on the Developmental Continuum of the Experience Early Learning Skills for each skill. For more information, reference the full continuum.

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

Work Cited

The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old (2015, September). Retrieved March 2018, from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/elof-ohs-framework.pdf>

Domain: Approaches to Learning

Sub-Domain: Emotional and Behavioral Self-Regulation	Social and Emotional Development
Goal P-ATL 1. Child manages emotions with increasing independence.	1.3 Self Concept. Identifies and manages feelings.
36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.
48 to 60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults	1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
By 60 Months: <ul style="list-style-type: none"> ● Expresses emotions in ways that are appropriate to the situation. ● Looks for adult assistance when emotions are most intense. ● Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths. 	<ul style="list-style-type: none"> ● 1.3.F Self Concept. Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses. ● 1.3.G Self Concept. Identifies and manages feelings. Anticipates an emotional response that may result from a given situation. ● 1.3.H Self Concept. Identifies and manages feelings. Applies strategies for managing own emotions and behaviors.
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence	2.1 Self Direction. Follows rules and routines.
36 to 48 Months: Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.
48 to 60 Months: Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	2.1.D Self Direction. Follows rules and routines. Expresses feelings about fairness.
By 60 Months: <ul style="list-style-type: none"> ● Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time. ● Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time. ● Responds to signals when transitioning from one activity to another. 	<ul style="list-style-type: none"> ● 2.1.D Self Direction. Follows rules and routines. Expresses feelings about fairness. ● 2.1 E Self Direction. Explores personal limits. Identifies when others are or are not following familiar rules and routines. ● 2.3 E Self Direction. Transitions and adapts. With support, negotiates ways to handle non-routine transitions.
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	1.2 Self Concept. Takes responsibility.
36 to 48 Months: Handles classroom materials, such as putting them where they belong, with adult support.	1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings.

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48 to 60 Months: Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	1.2 F Self Concept. Takes responsibility. Takes care of own needs and personal belongings.
<ul style="list-style-type: none"> 1.2 F Takes responsibility. Takes care of own needs and personal belongings. 	1.2 F Self Concept. Takes responsibility. Takes care of own needs and personal belongings. 2.1.D Self Direction. Follows rules and routines. Expresses feelings about fairness.
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	1.2 Self Concept. Takes responsibility 1.3 Self Concept. Identifies and manages feelings.
36 to 48 Months: Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.
48 to 60 Months: Manages own actions, words, and behavior with occasional support from adults.	1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time. Waits for turn, such as waits in line to wash hands or waits for turn on swings. Refrains from aggressive behavior towards others. 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 	<ul style="list-style-type: none"> 1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. 2.1.D Self Direction. Follows rules and routines. Follows rules and routines. Expresses feelings about fairness. 2.1.E Self Direction. Follows rules and routines. Explores personal limits. Identifies when others are or are not following familiar rules and routines. 1.3.F Self Concept. Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses. 2.1.G Self Direction. Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)	1 Self-Concept
Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	3.2 Social Relationships. Cooperates. 1.3 Self Concept. Identifies and manages feelings.
36 to 48 Months: Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.
48 to 60 Months: Sometimes controls impulses independently, while at other times needs support from an adult.	1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Stops an engaging activity to transition to another less desirable activity with adult guidance and support. 	<ul style="list-style-type: none"> 2.3.E Self Direction. Transitions and adapts. With support, negotiates ways to handle non-routine transitions. 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and

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<ul style="list-style-type: none"> • Delays having desires met, such as agreeing to wait turn to start an activity. • Without adult reminders, waits to communicate information to a group. • Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them. 	<p>begins to share. Asks adult to help solve social problems.</p> <ul style="list-style-type: none"> • 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines. • 2.1.D Self Direction. Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.
<p>Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p>	<p>2.2 Self Direction. Maintains attention.</p>
<p>36 to 48 Months: With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>	<p>2.2.C Self Direction. Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.</p>
<p>48 to 60 Months: With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>	<p>2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • 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 adult during large and small group activities with minimal support. 	<ul style="list-style-type: none"> • 2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions. • 2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful. • 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.
<p>Goal P-ATL 7. Child persists in tasks.</p>	<p>2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful.</p>
<p>36 to 48 Months: Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p>	<p>2.2.D Self Direction. Maintains attention. Practices or repeats an activity many times until successful.</p>
<p>48 to 60 Months: Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p>	<p>1.2.D Self Concept. Takes responsibility. Initiates an activity and seeks help to complete it.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions. • 2.2.F Self Direction. Maintains attention. Sustains focus for at least ten minutes even if there are distractions.
<p>Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p>	<p>7.1 Listening Comprehension. Comprehends spoken language 7.2 Listening Comprehension. Follows verbal directions</p>
<p>36 to 48 Months: Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p>	<p>7.2.C Listening Comprehension. Follows verbal directions. Follows related two-step directions given verbally.</p>
<p>48 to 60 Months: Holds an increasing amount of information in mind in order to</p>	<p>7.2.G Listening Comprehension. Follows verbal directions. Remembers and follows</p>

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successfully complete tasks.	previous rules or directions shared verbally.
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 8.1.E Communication. Communicates ideas. Tells stories and engages in conversations through multiple exchanges. 7.2.F Listening Comprehension. Follows verbal directions. Follows multi-step directions given verbally. 7.2.G Listening Comprehension. Follows verbal directions. Remembers and follows previous rules or directions shared verbally.
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	7.1 Listening Comprehension. Comprehends spoken language 7.2 Listening Comprehension. Follows verbal directions
36 to 48 Months: Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	2.3.H Self Direction. Transitions and adapts. Adapts to new situations quickly and with minimal stress.
48 to 60 Months: Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	2.3.H Self Direction. Transitions and adapts. Adapts to new situations quickly and with minimal stress. 3.2.H Social Relationships Cooperates. Works collaboratively and flexibly within a group.
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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 outdoor voices or feet. Transitions between activities without getting upset. 	<ul style="list-style-type: none"> 20.1.D Logic. Solves problems. Tries out many possible solutions to a problem. 2.1.H Self Direction. Follows rules and routines. Follows explicit and implied rules in various situations with few reminders. 2.3.F Self Direction. Transitions and adapts. Transitions from one activity to the next and helps others through the transition.
Sub-Domain: Initiative and Curiosity	2 Self Direction
Goal P-ATL 10. Child demonstrates initiative and independence.	1.1 Self Concept. Expresses preference 1.2 Self Concept. Takes responsibility
36 to 48 Months: Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help. 2.2.C Self Direction. Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.
48 to 60 Months: Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	1.1.C Self Concept. Expresses preference. Expresses likes and dislikes. 1.2.D Self Concept. Takes responsibility. Initiates an activity and seeks help to complete it.
By 60 Months:	<ul style="list-style-type: none"> 1.2.E Self Concept Takes responsibility. Independently completes a familiar

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<ul style="list-style-type: none"> 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 activity. Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted. 	<p>activity and offers to help others with a similar activity.</p> <ul style="list-style-type: none"> 1.1.D Self Concept. Expresses preference. When given two to three options, chooses his/her most desired option. 1.2.F Self Concept. Takes responsibility. Takes care of own needs and personal belongings. 33.1 E Drama. Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.
<p>Goal P-ATL 11. Child shows interest in and curiosity about the world around them</p>	<p>25.1 Scientific Reasoning. Inquires and predicts</p>
<p>36 to 48 Months: Seeks out new information and explores new play and tasks with adult support.</p>	<p>1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help.</p>
<p>48 to 60 Months: Seeks out new information and explores new play and tasks both independently and with adult support.</p>	<p>1.2.E Self Concept. Takes responsibility. Independently completes a familiar activity and offers to help others with a similar activity.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 25.1 Scientific Reasoning. Inquires and predicts. Identifies personal interests and seeks more information. 2.3.H Self Direction. Transitions and adapts. Adapts to new situations quickly and with minimal stress. 25.1 Scientific Reasoning. Inquires and predicts. Identifies personal interests and seeks more information.
<p>Sub-Domain: Creativity</p>	<p>Creative Development</p>
<p>Goal P-ATL 12. Child expresses creativity in thinking and communication.</p>	<p>25.1 Scientific Reasoning. Inquires and predicts</p>
<p>36 to 48 Months: Responds to adults' prompts to express creative ideas in words and/or actions.</p>	<p>8.1 Communication. Communicates ideas.</p>
<p>48 to 60 Months: Communicates creative ideas and actions both with and without prompting from adults.</p>	<p>8.1 Communication. Communicates ideas.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 8.1.C Communication. Communicates ideas. Communicates needs, desires and ideas using simple sentences. 20.1.B Logic. Solves problems. Experiments with cause and effect. 8.2 Communication. Speaks in sentences <ul style="list-style-type: none"> 14.2 Emergent Writing. Expresses through writing 30.2 Music. Expresses through music 31.2 Dance and movement. Expresses through dance and movement

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	○ 32.2 Visual Arts. Expresses through visual arts.
Goal P-ATL 13. Child uses imagination in play and interactions with others.	33.1 Drama. Participates in dramatic play. 3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play.
36 to 48 Months: Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	33.1.C Drama. Participates in dramatic play. Uses words, actions and props to pretend.
48 to 60 Months: Develops more elaborate imaginary play, stories, and other creative works with children and adults.	33.1.E Drama. Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play.
By 60 Months: <ul style="list-style-type: none"> ● Engages in social and pretend play. ● Uses imagination with materials to create stories or works of art. ● Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel. 	<ul style="list-style-type: none"> ● 3.1.C Social Relationships. Builds positive relationships. Plays side-by-side with a new or familiar person. ● 33.1.C Drama. Participates in dramatic play. Uses words, actions and props to pretend. ● 33.2.D Drama. Uses and creates props. Responds to props or puppets.

Domain: Social and Emotional Development

Sub-Domain: Relationships with Adults	3 Social Relationships
Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults	3.1 Social Relationships. Builds positive relationships.
36 to 48 Months: Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.
48 to 60 Months: Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.	3.1.E Social Relationships. Builds positive relationships. Initiates play, conversations and interactions with one or more persons.
By 60 Months: <ul style="list-style-type: none"> ● Interacts readily with trusted adults. ● Engages in some positive interactions with less familiar adults, such as parent volunteers. 	<ul style="list-style-type: none"> ● 3.1.B Social Relationships. Builds positive relationships. Greets and stays near familiar people. ● 2.3.H Self Direction. Transitions and adapts. Adapts to new situations quickly and with minimal stress.

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<ul style="list-style-type: none"> Shows affection and preference for adults who interact with them on a regular basis. Seeks help from adults when needed. 	<ul style="list-style-type: none"> 1.1.E Self Concept. Expresses preference. Describes preferences of self and others. 1.2.D Self Concept. Takes responsibility. Initiates an activity and seeks help to complete it.
<p>Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.</p>	<p>3.2 Social Relationships. Cooperates.</p>
<p>36 to 48 Months: Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p>	<p>3.1.B Social Relationships. Builds positive relationships. Greets and stays near familiar people. 3.1.C Social Relationships. Builds positive relationships. Plays side-by-side with a new or familiar person.</p>
<p>48 to 60 Months: Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>	<p>3.1.F Social Relationships. Builds positive relationships. Begins to describe friendships and other meaningful relationships. 3.1.E Social Relationships. Builds positive relationships. Initiates play, conversations and interactions with one or more persons.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> Engages in prosocial behaviors with adults, such as using respectful language or greetings. 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. 	<ul style="list-style-type: none"> 3.1.E Social Relationships. Builds positive relationships. Initiates play, conversations and interactions with one or more persons. 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems. 2.1.C Self Direction. Follows rules and routines. With prompting, follows rules and routines.
<p>Sub-Domain: Relationships with Other Children</p>	<p>3.1 Social Relationships. Builds positive relationships 3.2 Social Relationships. Cooperates. 3.3 Social Relationships. Cares for and responds to others</p>
<p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.</p>	<p>3.1 Social Relationships. Builds positive relationships</p>
<p>36 to 48 Months: Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<p>3.1.D Social Relationships. Builds positive relationships. Joins a group and participates in group play. 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.</p>
<p>48 to 60 Months: Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular</p>	<p>3.3 Social Relationships. Cares for and responds to others.</p>

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children.	
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. Takes turns in conversations and interactions with other children. Develops friendships with one or two preferred other children. 	<ul style="list-style-type: none"> 3.1 Social Relationships. Builds positive relationships 3.2 Social Relationships. Cooperates. 3.3 Social Relationships. Cares for and responds to others 1.1.E Self Concept. Expresses preference. Describes preferences of self and others.
Goal P-SE 4. Child engages in cooperative play with other children.	3.2 Social Relationships. Cooperates.
36 to 48 Months: Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	3.2.F Social Relationships. Cooperates. Suggests solutions to group problems or challenges.
48 to 60 Months: Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	3.2 Social Relationships. Cooperates.
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 3.2.C Social Relationships. Cooperates. Helps or participates in an activity when asked. 3.2.D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems. 3.2.E Social Relationships. Cooperates. Seeks out opportunities to help others. Tries to solve own social problems. 8.1 Communication. Communicate ideas.
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	20.1 Logic. Solves problems. 3.2.F Social Relationships. Cooperates. Suggests solutions to group problems or challenges.
36 to 48 Months: Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	3.2.F Social Relationships. Cooperates. Suggests solutions to group problems or challenges. 3.3.F Social Relationships. Cares for and responds to others. Identifies feelings of others and responds accordingly.
48 to 60 Months: Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	1.1.G Self Concept. Expresses preference. Predicts how self and others might feel in a variety of situations and explains why. 3.2.F Social Relationships. Cooperates. Suggests solutions to group problems or challenges.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Recognizes and describes basic social problems in books or pictures, such as 	<ul style="list-style-type: none"> 3.3.D Social Relationships. Cares for and responds to others. Explains a reason why someone may be happy or sad.

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<p>both children wanting the same toy, and during interactions with other children, such as “Why do you think your friend might be sad?”</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 3.2,E Social Relationships. Cooperates. Seeks out opportunities to help others. Tries to solve own social problems. • 1.1,F Self Concept. Expresses preference. Negotiates to attain personal preference in a situation. • 3.2,D Social Relationships. Cooperates. Plays cooperatively with others and begins to share. Asks adult to help solve social problems.
<p>Sub-Domain: Emotional Functioning</p>	
<p>Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p>	<p>3.3 Social Relationships. Cares for and responds to others. 1.3 Self Concept. Identifies and manages feelings.</p>
<p>36 to 48 Months: Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</p>	<p>3.3.C Social Relationships. Cares for and responds to others. Demonstrates concern for someone who is sad or upset.</p>
<p>48 to 60 Months: Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.</p>	<p>3.3.F Social Relationships. Cares for and responds to others. Identifies feelings of others and responds accordingly.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Recognizes and labels basic emotions in books or photographs. • Uses words to describe own feelings. • Uses words to describe the feelings of adults or other children 	<ul style="list-style-type: none"> • 11.1.C Concepts of Print. Demonstrates print knowledge. • 8.1.C Communication. Communicates ideas. Communicates needs, desires and ideas using simple sentences. • 3.3.D Social Relationships. Cares for and responds to others. Explains a reason why someone may be happy or sad.
<p>Goal P-SE 7. Child expresses care and concern toward others.</p>	<p>3.3 Social Relationships. Cares for and responds to others.</p>
<p>36 to 48 Months: Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.</p>	<p>3.3,E Social Relationships. Cares for and responds to others. Tries to comfort and assure familiar children or adults.</p>
<p>48 to 60 Months: Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p>	<p>3.3.F Social Relationships. Cares for and responds to others. Identifies feelings of others and responds accordingly.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Makes empathetic statements to adults or other children. • Offers support to adults or other children who are distressed. 	<ul style="list-style-type: none"> • 3.3.F Social Relationships. Cares for and responds to others. Identifies feelings of others and responds accordingly. • 3.3,G Social Relationships. Cares for and responds to others. Shows empathy.
<p>Goal P-SE 8. Child manages emotions with increasing independence.</p>	<p>1.3 Self Concept. Identifies and manages feelings.</p>

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<p>36 to 48 Months: Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p>	<p>1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders.</p>
<p>48 to 60 Months: Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</p>	<p>1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● Expresses feelings in ways that are appropriate to the situation. ● Looks for adult assistance when feelings are most intense. ● Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath. 	<ul style="list-style-type: none"> ● 1.3.F Self Concept. Identifies and manages feelings. Identifies and explains personal feelings. Describes appropriate responses. ● 1.3.D Self Concept. Identifies and manages feelings. Recognizes personal feelings. Controls impulses with reminders. ● 1.3.E Self Concept. Identifies and manages feelings. Names some personal feelings and uses strategies to manage behavior.
<p>Sub-Domain: Sense of Identity and Belonging</p>	
<p>Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p>	<p>1.1.H Self Concept. Expresses preference. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.</p>
<p>36 to 48 Months: Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.</p>	<p>1.1.D Self Concept. Expresses preference. When given two to three options, chooses his/her most desired option.</p>
<p>48 to 60 Months: Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>	<p>1.1.F Self Concept. Expresses preference. Negotiates to attain personal preference in a situation. 1.1.G Self Concept. Expresses preference. Predicts how self and others might feel in a variety of situations and explains why.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● Describes self using several different characteristics. ● Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture. 	<ul style="list-style-type: none"> ● 1.1.H Self Concept. Expresses preference. Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. ● 1.2.H Self Concept. Takes responsibility. Takes care of self or another while considering the needs of the greater group.
<p>Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.</p>	<p>1 Self Concept</p>
<p>36 to 48 Months: Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p>	<p>1.1.C Self Concept. Expresses preference. Expresses likes and dislikes. 2.1.D Self Direction. Follows rules and routines. Follows rules and routines. Expresses feelings about fairness.</p>
<p>48 to 60 Months: Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>	<p>1.2.C Self Concept. Takes responsibility. Asserts a desire to start or end an activity. Asks for help. 2.2.E Self Direction. Maintains attention. Sustains focus for at least five minutes, persisting even if there are problems or distractions.</p>

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<p>By 60 Months:</p> <ul style="list-style-type: none"> Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. 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. 	<ul style="list-style-type: none"> 1.1.C Self Concept. Expresses preference. Expresses likes and dislikes. 1.1.E Self Concept. Expresses preference. Describes preferences of self and others. 8.1.C Communication. Communicates ideas. Communicates needs, desires and ideas using simple sentences.
<p>Goal P-SE 11. Child has sense of belonging to family, community, and other groups.</p>	<p>21 Families and Communities</p>
<p>36 to 48 Months: Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p>	<p>21.1 Families and Communities. Identifies community and family roles</p>
<p>48 to 60 Months: Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.</p>	<p>21.2 Families and Communities. Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool. Relates personal stories about being a part of different groups. Identifies similarities and differences about self across familiar environments and settings. 	<ul style="list-style-type: none"> 21.1.D Families and Communities. Identifies community and family roles. Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. 21.2.C Families and Communities. Explores cultures and traditions. Recognizes familiar symbols or artifacts of family traditions or customs. 21.2.D Families and Communities. Explores cultures and traditions. Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.

Domain: Language and Communication

Sub-Domain: Attending and Understanding	
<p>Goal P-LC 1. Child attends to communication and language from others.</p>	<p>7 Listening Comprehension</p>
<p>36 to 48 Months: Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</p>	<p>7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.</p>
<p>48 to 60 Months: Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p>	<p>7.1.D Listening Comprehension. Comprehends spoken language. Listens to a story or request and then responds appropriately.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> Uses verbal and non-verbal signals appropriately to acknowledge the 	<ul style="list-style-type: none"> 7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.

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<p>comments or questions of others.</p> <ul style="list-style-type: none"> Shows ongoing connection to a conversation, group discussion, or presentation. 	<ul style="list-style-type: none"> 8.1.D Communication. Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.
<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	<p>7.1.H Listening Comprehension. Comprehends spoken language. Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.</p>
<p>36 to 48 Months: Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p>	<p>7.1.E Listening Comprehension. Comprehends spoken language. Expands on stories and information shared orally.</p>
<p>48 to 60 Months: Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>	<p>8.1.D Communication. Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> Shows an ability to recall (in order) multiple step directions. z 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. 	<ul style="list-style-type: none"> 7.2.E Listening Comprehension. Follows verbal directions. With prompting, follows multi-step directions given verbally. 7.1.G Listening Comprehension. Comprehends spoken language. 8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion. 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.
<p>Sub-Domain: Communicating and Speaking</p>	<p>8.1 Communication. Communicates ideas. 8.2 Communication. Speaks in sentences.</p>
<p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p>	<p>8.2.G Communication. Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>
<p>36 to 48 Months: Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
<p>48 to 60 Months: Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>	<p>8.2.G Communication. Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. Uses language, spoken or sign, to clarify a word or statement when 	<ul style="list-style-type: none"> 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion. 8.1.H Communication. Communicates ideas. Uses expression, tone and

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<p>misunderstood.</p> <ul style="list-style-type: none"> Children who are DLLs may switch between their languages. 	<p>spacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p> <ul style="list-style-type: none"> 36.1 Communication in Second Language. Uses target language to communicate.
<p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p>	<p>8.1 Communication. Communicates ideas.</p>
<p>36 to 48 Months: Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p>	<p>8.1.E Communication. Communicates ideas. Tells stories and engages in conversations through multiple exchanges.</p>
<p>48 to 60 Months: Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>	<p>8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	<p>8.1 Communication. Communicates ideas.</p>
<p>36 to 48 Months: Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p>	<p>8.1.D Communication. Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p>
<p>48 to 60 Months: Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>	<p>8.2.G Communication. Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. 	<ul style="list-style-type: none"> 8.1.H Communication. Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion. 8.1.G Communication. Communicates ideas. Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion. 8.2.G Communication. Speaks in sentences. Uses many types of sentences,

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<ul style="list-style-type: none"> • 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. 	<p>including simple and compound. Uses verb tense to express past, present and future.</p>
<p>Sub-Domain: Vocabulary</p>	<p>9 Vocabulary</p>
<p>Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p>	<p>9.1 Vocabulary. Builds vocabulary.</p>
<p>36 to 48 Months: Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	<p>9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. 9.1.B Vocabulary. Builds vocabulary. Repeats words heard frequently in environment.</p>
<p>48 to 60 Months: Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>	<p>9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities. • Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions. • With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the lifecycle of caterpillars, or “cylinder” when learning about 3-D shapes. • With support, forms guesses about the meaning of new words from context clues. 	<ul style="list-style-type: none"> • 9.1.D Vocabulary. Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe. • 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. • 9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings. • 9.1.G Vocabulary. Builds vocabulary. Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.
<p>Goal P-LC 7. Child shows understanding of word categories and relationships among words.</p>	<p>9.1.H Vocabulary. Builds vocabulary. Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.</p>
<p>36 to 48 Months: Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p>	<p>9.1.D Vocabulary. Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe.</p>
<p>48 to 60 Months: Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p>	<p>9.1.G Vocabulary. Builds vocabulary. Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals. • Discusses new words in relation to known words and word categories, such 	<ul style="list-style-type: none"> • 9.1.D Vocabulary. Builds vocabulary. Describes familiar people, places and objects. Seeks additional words for new ways to describe. • 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.

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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.”

- Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.
- Identifies key common antonyms, such as black/white or up/down. Identifies 1–2 synonyms for very familiar words, such as glad or happy.
- 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.”

- 9.1.F Vocabulary. Builds vocabulary. Uses new or technical words learned in conversations or through reading. Compares words and their meanings.
- 9.1.G Vocabulary. Builds vocabulary. Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.
- 9.1.H Vocabulary. Builds vocabulary. Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.

Domain: Literacy

Sub-Domain: Phonological Awareness	10 Phonological Awareness
Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	10.1.C Phonological Awareness. Hears small units of sound. Shows awareness of separate words in spoken language.
36 to 48 Months: Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	10.2.B Phonological Awareness. Identifies rhyme and alliteration. Repeats the last word in familiar rhymes when prompted.
48 to 60 Months: Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.	10.2.C Phonological Awareness. Identifies rhyme and alliteration. Suggests a missing rhyming word within a poem or song.
By 60 Months: <ul style="list-style-type: none"> • 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?” 	<ul style="list-style-type: none"> • 10.2.D Phonological Awareness. Identifies rhyme and alliteration. Identifies when two words rhyme or don’t rhyme. • 10.1.D Phonological Awareness. Hears small units of sound. Identifies words that have a similar beginning sound. • 10.1.E Phonological Awareness. Hears small units of sound. Identifies the beginning and ending sounds of words.
SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE	11 Concepts of Print 12 Letter/Word Recognition

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Goal 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).	11.1 Concepts of Print. Demonstrates print knowledge
36 to 48 Months: Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	12.1.C Letter/Word Recognition. Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.
48 to 60 Months: Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	12.1.D Letter/Word Recognition. Identifies letters and words. Recognizes some common words in print; such as their his/her name, mom, dad or stop. 11.1.C Concepts of Print. Demonstrates print knowledge. Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
By 60 Months: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 11.1.D Concepts of Print. Demonstrates print knowledge. Identifies letters, words, spaces and some punctuation. Follows the direction of text. 11.1.E Concepts of Print. Demonstrates print knowledge. 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. 11.1.F Concepts of Print. Demonstrates print knowledge. Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	12.1 Letter/Word Recognition. Identifies letters and words 12.2 Letter/Word Recognition. Makes letter-sound connections.
36 to 48 Months: Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	12.2.C Letter/Word Recognition. Makes letter-sound connections. Recognizes the sound of the first letter in his/her name.
48 to 60 Months: Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	12.2.E Letter/Word Recognition. Makes letter-sound connections. Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.
By 60 Months: <ul style="list-style-type: none"> Names 18 upper- and 15 lower-case letters. Knows the sounds associated with several letters. 	<ul style="list-style-type: none"> 12.1.E Letter/Word Recognition. Identifies letters and words. 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. 12.2.F Letter/Word Recognition. Makes letter-sound connections. Reads high frequency sight words.
SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE	13 Reading Comprehension
Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	13.1 Reading Comprehension. Responds to text.
36 to 48 Months: With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	13.1.E Reading Comprehension. Responds to text. Relates to the characters or events of the story and shares a similar experience or object from own life.

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	7.1.C Listening Comprehension. Comprehends spoken language. Responds to simple statements and questions.
48 to 60 Months: Retells 2–3 key events from a well known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.	13.2.E Reading Comprehension. Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.
<p>By 60 Months:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 13.2.E Reading Comprehension. Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. • 13.2.F Reading Comprehension. Retells, asks and answers questions. With prompting, answers questions about characters and setting. Retells major events of a story in sequence. • 13.2.G Reading Comprehension. Retells, asks and answers questions. 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.
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	13.2 Reading Comprehension. Retells, asks and answers questions.
36 to 48 Months: Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	13.2.E Reading Comprehension. Retells, asks and answers questions. Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.
48 to 60 Months: With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.	7.1.F Listening Comprehension. Comprehends spoken language. 13.2.C Reading Comprehension. Retells, asks and answers questions. Answers "What...?" questions about stories and books. Recalls the name of the main character.
<p>By 60 Months:</p> <ul style="list-style-type: none"> • 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." • 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 judgments that are grounded in the text. • Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate. 	<ul style="list-style-type: none"> • 13.2.C Reading Comprehension. Retells, asks and answers questions. Answers "What...?" questions about stories and books. Recalls the name of the main character. • 13.2.D Reading Comprehension. Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props. • 13.2.H Reading Comprehension. Retells, asks and answers questions. 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.
SUB-DOMAIN: WRITING	14 Emergent Writing
Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated	14.2 Emergent Writing. Expresses through writing.

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marks.	
36 to 48 Months: Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	14.2.C Emergent Writing. Expresses through writing. Scribbles or draws marks as a representation of an object or person.
48 to 60 Months: Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.	14.2.D Emergent Writing. Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Creates a variety of written products that may or may not phonetically relate to intended messages. Shows an interest in copying simple words posted in the classroom. Attempts to independently write some words using invented spelling, such as K for kite. Writes first name correctly or close to correctly. Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right. 	<ul style="list-style-type: none"> 14.2.E Emergent Writing. Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. 14.2.F Emergent Writing. Expresses through writing. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. 14.2.G Emergent Writing. Expresses through writing. Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. 14.2.H Emergent Writing. Expresses through writing. Writes ideas or groups information in logical order. Uses descriptive words in writing.

Domain: Mathematics Development

SUB-DOMAIN: COUNTING AND CARDINALITY	15 Number Concepts
Goal P-MATH 1. Child knows number names and the count sequence.	15.1 Number Concepts. Identifies numerals. 15.2 Number Concepts. Counts to determine quantity
36 to 48 Months: Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree".	15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten.
48 to 60 Months: Says or signs more number words in sequence.	15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten. 15.2.C Number Concepts. Counts to determine quantity. Points to one object at a time while counting (not always in correct order).
<p>By 60 Months:</p> <ul style="list-style-type: none"> Counts verbally or signs to at least 20 by ones. 	<ul style="list-style-type: none"> 15.1.F Number Concepts. Identifies numerals. Identifies and writes numerals to twenty.

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Goal P-MATH 2. Child recognizes the number of objects in a small set	15.2 Number Concepts. Counts to determine quantity.
36 to 48 Months: Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	15.2.C Number Concepts. Counts to determine quantity. Points to one object at a time while counting (not always in correct order).
48 to 60 Months: Quickly recognizes the number of objects in a small set (referred to as "subitizing").	19.1 Measurement. Estimates and measures.
By 60 Months: <ul style="list-style-type: none"> Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number. 	15.2 Number Concepts. Counts to determine quantity.
Goal P-MATH 3. Child understands the relationship between numbers and quantities.	15 Number Concepts
36 to 48 Months: Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	15.2.C Number Concepts. Counts to determine quantity. Points to one object at a time while counting (not always in correct order).
48 to 60 Months: Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten.
By 60 Months <ul style="list-style-type: none"> 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. Counts and answers "How many?" questions for approximately 10 objects. Accurately counts as many as 5 objects in a scattered configuration. Understands that each successive number name refers to a quantity that is one larger. Understands that the last number said represents the number of objects in a set 	<ul style="list-style-type: none"> 15.2.D Number Concepts. Counts to determine quantity. Counts up to ten objects. 15.3.C Number Concepts. Understands operations. Creates groups of objects. Adds and removes to group as prompted. 15.3.D Number Concepts. Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.
Goal P-MATH 4. Child compares numbers.	18.2 Patterns and Sorting. Matches, sorts and charts.
36 to 48 Months: Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.	18.2.C Patterns and Sorting. Matches, sorts and charts. Sort objects by one feature, such as size or color.
48 to 60 Months: Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller	18.2.D Patterns and Sorting. Matches, sorts and charts. After sorting objects by one feature, sorts again by a different feature.

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group's objects that are larger in size, such as markers. Uses numbers related to order or position.	
<p>By 60 Months:</p> <ul style="list-style-type: none"> Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects. Identifies and uses numbers related to order or position from first to tenth. 	<ul style="list-style-type: none"> 19.2 Measurement. Compares and seriates. 15.1 Number Concepts. Identifies numerals.
Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	15.1.D Number Concepts. Identifies numerals. Identifies numerals to five.
36 to 48 Months: Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	15.1 Number Concepts. Identifies numerals. 14.2 Emergent Writing. Expresses through writing.
48 to 60 Months: Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	15.1 Number Concepts. Identifies numerals. 14.2.D c Draws lines, circles or shapes and explains who or what they represent.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Associates a number of objects with a written numeral 0–5. Recognizes and, with support, writes some numerals up to 10. 	<ul style="list-style-type: none"> 15.1.D Number Concepts. Identifies numerals. Identifies numerals to five. 15.1.E Number Concepts. Identifies numerals. Identifies numerals to ten. 14.2 Number Concepts. Identifies numerals.
SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING	15.3 Number Concepts. Understands operations.
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	15.3.C Number Concepts. Understands operations. Creates groups of objects. Adds and removes to group as prompted.
36 to 48 Months: Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"	15.3.C Number Concepts. Understands operations. Creates groups of objects. Adds and removes to group as prompted.
48 to 60 Months: Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	15.3.E Number Concepts. Understands operations. Solves addition and subtraction problems within ten.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Represents addition and subtraction in different ways, such as with fingers, objects, and drawings. Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number. With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, 	<ul style="list-style-type: none"> 15.3.C Number Concepts. Understands operations. Creates groups of objects. Adds and removes to group as prompted. 15.3.D Number Concepts. Understands operations. Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. 15.3.E Number Concepts. Understands operations. Solves addition and subtraction problems within ten.

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counts, "Five, four, three...two!" (keeping track with fingers)	
Goal P-MATH 7. Child understands simple patterns	18.1 Patterns and Sorting. Identifies and creates patterns.
36 to 48 Months: Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	18.1.D Patterns and Sorting. Identifies and creates patterns. After sorting objects by one feature, sorts again by a different feature.
48 to 60 Months: Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	18.1.F Patterns and Sorting. Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Fills in missing elements of simple patterns. • Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks. • Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. 	<ul style="list-style-type: none"> • 18.1.F Patterns and Sorting. Identifies and creates patterns. Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment. • 18.1.G Patterns and Sorting. Identifies and creates patterns. Creates or extends increasing or decreasing patterns. • 18.1.H Patterns and Sorting. Identifies and creates patterns. Develops and explains his/her own formula for creating a variety of patterns.
SUB-DOMAIN: MEASUREMENT	19 Measurement
Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	19.1 Measurement. Estimates and measures.
36 to 48 Months: With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	19.1.B Measurement, Estimates and measures. Explores size and weight of objects in relation to self.
48 to 60 Months: With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	19.1.C Measurement, Estimates and measures. Determines which object is bigger (heavier, longer) when given two objects.
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Measures using the same unit, such as putting together snap cubes to see how tall a book is. • Compares or orders up to 5 objects based on their measurable attributes, such as height or weight. • Uses comparative language, such as shortest, heavier, or biggest. 	<ul style="list-style-type: none"> • 19.1.D Measurement. Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help. • 19.2.E Measurement. Compares and seriates. Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events. • 19.2.C Measurement. Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.
SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE	16 Shapes 17 Spatial Awareness

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Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	16.1 Shapes. Identifies shapes.
36 to 48 Months: Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	16.1.C Shapes. Identifies shapes. Identifies a few basic shapes.
48 to 60 Months: Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	16.1.D Shapes. Identifies shapes. Identifies four to six basic geometric shapes.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Names and describes shapes in terms of length of sides, number of sides, and number of angles. Correctly names basic shapes regardless of size and orientation. Analyzes, compares and sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape. Creates and builds shapes from components. 	<ul style="list-style-type: none"> 16.1.H Shapes. Identifies shapes. Identifies and draws complex shapes. 19.2.D Measurement. Compares and seriates. Orders multiple objects by one feature using process of elimination. Describes order using first, then and last. 16.2.C Shapes. Manipulates parts and wholes. Puts together two to three pieces to create a whole object.
Goal P-MATH 10. Child explores the positions of objects in space.	17.1 Spatial Awareness. Flips and rotates objects. 17.2 Spatial Awareness. Determines object location.
36 to 48 Months: Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	9.1 Vocabulary. Builds vocabulary. 17.2.B Spatial Awareness. Determines object location. Follows simple positional directions such as on/off, over/under and up/down.
48 to 60 Months: Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	9.1 Vocabulary. Builds vocabulary. 17.2.C Spatial Awareness. Determines object location. When prompted, finds or places objects next to, between, in front of or behind self.
<p>By 60 Months:</p> <ul style="list-style-type: none"> Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind. Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward." 	<ul style="list-style-type: none"> 17.2.E Spatial Awareness. Determines object location. Explains the location of an object in relation to another object or person. 17.2.G Spatial Awareness. Determines object location. Gives and follows positional instructions to find objects or places.

Domain: Scientific Reasoning

SUB-DOMAIN: SCIENTIFIC INQUIRY	25 Scientific Reasoning
Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	25.2 Scientific Reasoning. Observes and experiments.
36 to 48 Months: Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	25.2.B Scientific Reasoning. Observes and experiments. Uses senses to explore environment. 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.
48 to 60 Months: Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	25.2.E Scientific Reasoning. Observes and experiments. Explores scientific phenomenon and records observations by drawing.
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations. ● Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. ● Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky. ● Represents observable phenomena with pictures, diagrams, and 3-D models. 	<ul style="list-style-type: none"> ● 25.2.E Scientific Reasoning. Observes and experiments. Explores scientific phenomenon and records observations by drawing. ● 29.1.E Technology. Explores technology. Experiments with simple technology to solve problems or accomplish tasks. ● 8.1 Communication. Communicates ideas. ● 25.2.G Scientific Reasoning. Observes and experiments
Goal P-SCI 2. Child engages in scientific talk	25 Scientific Reasoning 8.1 Communication. Communicates ideas. 9.1 Vocabulary. Builds vocabulary.
36 to 48 Months: Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.	9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
48 to 60 Months: Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 9.1.E Vocabulary. Builds vocabulary. Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. ● 8.1 Communication. Communicates ideas. ● 26.2 Life Science. Classifies organisms. ● 27.2 Physical Science. Explores forces and motions.

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	<ul style="list-style-type: none"> • 28.1 Earth Science. Identifies weather and climates. • 28.2 Earth Science. Explores ecosystems.
Goal P-SCI 3. Child compares and categorizes observable phenomena.	19.2 Measurement. Compares and seriates.
36 to 48 Months: Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.	19.2.C Measurement. Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight. 19.1.D Measurement. Estimates and measures. Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.
48 to 60 Months: With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.	18.2.D Patterns and Sorting. Matches, sorts and charts. After sorting objects by one feature, sorts again by a different feature. 19.1.E Measurement. Estimates and measures. Estimates (not always logically) size and volume. Measures and describes findings.
By 60 Months: <ul style="list-style-type: none"> • Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound. • 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. 	<ul style="list-style-type: none"> • 18.2.E Patterns and Sorting. Matches, sorts and charts. Sorts objects by more than one feature and explains why. • 19.1.G Measurement. Estimates and measures. Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.
SUB-DOMAIN: REASONING AND PROBLEM-SOLVING	25 Scientific Reasoning
Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	25.1 Scientific Reasoning. Inquires and predicts.
36 to 48 Months: Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	25.1.E Scientific Reasoning. Inquires and predicts. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.
48 to 60 Months: Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.	25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams.
By 60 Months: <ul style="list-style-type: none"> • 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?" • 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." 	<ul style="list-style-type: none"> • 25.1.E Scientific Reasoning. Inquires and predicts. Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. • 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams. • 25.1.F Scientific Reasoning. Inquires and predicts. Predicts multiple outcomes to a question or situation and explains personal reasoning.

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<p>Goal P-SCI 5. Child plans and conducts investigations and experiments.</p>	<p>25.2 Scientific Reasoning. Observes and experiments</p>
<p>36 to 48 Months: With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p>	<p>25.2.F Scientific Reasoning. Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis.</p>
<p>48 to 60 Months: With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.</p>	<p>25.2.H Scientific Reasoning. Observes and experiments. Conducts an experiment multiple times. Records observations and makes personal notes.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● Articulates steps to be taken and lists materials needed for an investigation or experiment. ● Implements steps and uses materials to explore testable 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. 	<ul style="list-style-type: none"> ● 25.3.F Scientific Reasoning. Evaluates and infers. Uses information and observations to verify a prediction. ● 25.2.G Scientific Reasoning. Observes and experiments. Experiments or gathers information. Records findings in tables, charts or diagrams. ● 25.2.C Scientific Reasoning. Observes and experiments. Investigates an object or group of objects in multiple ways.
<p>Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results</p>	<p>25.3 Scientific Reasoning. Evaluates and infers.</p>
<p>36 to 48 Months: With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p>	<p>25.3.G Scientific Reasoning. Evaluates and infers. Uses prior knowledge and gathered information to make simple inferences.</p>
<p>48 to 60 Months: With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p>	<p>25.3.H Scientific Reasoning. Evaluates and infers. Evaluates gathered information to explain a scientific phenomenon.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> ● Analyzes and interprets data and summarizes results of investigation. ● Draws conclusions, constructs explanations, and verbalizes cause and effect relationships. ● With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on 	<ul style="list-style-type: none"> ● 25.3.D Scientific Reasoning. Evaluates and infers. Uses past knowledge to explain observed changes. ● 25.3.E Scientific Reasoning. Evaluates and infers. Describes and compares observations of scientific phenomenon. ● 25.3.F Scientific Reasoning. Evaluates and infers. Uses information and observations to verify a prediction.

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- results.
- 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.

- 25.1.H Scientific Reasoning. Inquires and predicts. Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.

Domain: Perceptual, Motor, and Physical Development

SUB-DOMAIN: GROSS MOTOR	4 Gross Motor
Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles	4.1 Gross Motor. Builds strength and balance. 4.2 Gross Motor. Coordinates large movements.
36 to 48 Months: Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	4.1.D Gross Motor. Builds strength and balance. Balances and hops on one foot. 4.1.E Gross Motor. Builds strength and balance. Hops from one foot to the other. Begins to skip.
48 to 60 Months: 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. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	4.1.D Gross Motor. Builds strength and balance. Balances and hops on one foot. 4.1.E Gross Motor. Builds strength and balance. Hops from one foot to the other. Begins to skip. 4.1.F Gross Motor. Builds strength and balance. Skips confidently, gallops and slides side to side. 4.1.G Gross Motor. Builds strength and balance. Leaps. Balances on a variety of objects. 4.1.H Gross Motor. Builds strength and balance. Uses conditioning methods to strengthen muscles and increase endurance.
By 60 Months: <ul style="list-style-type: none"> Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg. Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music. Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag. 	<ul style="list-style-type: none"> 4.1 Gross Motor. Builds strength and balance. 4.2 Gross Motor. Coordinates large movements.
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	4.2 Gross Motor. Coordinates large movements.

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<p>36 to 48 Months: Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p>	<p>31.1.C Dance and Movement. Develops dance and movement techniques. Follows the movements of others. Explores personal space and direction. 1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings.</p>
<p>48 to 60 Months: Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p>	<p>31.1.C Dance and Movement. Develops dance and movement techniques. Follows the movements of others. Explores personal space and direction. 1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Demonstrates awareness of own body and other people's space during interactions. • Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball. • When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children. • Changes directions when moving with little difficulty. 	<ul style="list-style-type: none"> • 31.1.C Dance and Movement. Develops dance and movement techniques. Follows the movements of others. Explores personal space and direction. • 1.2.G Self Concept. Takes responsibility. Shows respect for others' personal space and belongings. • 4.1 Gross Motor. Builds strength and balance. • 4.2 Gross Motor. Coordinates large movements.
<p>SUB-DOMAIN: FINE MOTOR</p>	<p>5 Fine Motor</p>
<ul style="list-style-type: none"> • Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles. 	<p>5.1 Fine Motor</p>
<p>36 to 48 Months: Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>	<p>5.1.C Fine Motor. Controls small movements. Opens, closes, twists and pulls objects. 5.1.D Fine Motor. Controls small movements. Snips with scissors. Strings large beads. 5.2 Fine Motor. Uses drawing/writing tools.</p>
<p>48 to 60 Months: as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks. Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>	<p>5.1.D Fine Motor. Controls small movements. Snips with scissors. Strings large beads. 5.2 Fine Motor. Uses drawing/writing tools. 14.2.D Emergent Writing. Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.</p>
<p>By 60 Months:</p> <ul style="list-style-type: none"> • Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together. • Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting. • Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning. 	<ul style="list-style-type: none"> • 5.1.D Fine Motor. Controls small movements. Snips with scissors. Strings large beads. • 5.1.E Fine Motor. Controls small movements. Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. • 5.1.F Fine Motor. Controls small movements. Follows an outline with scissors. Ties shoes and dresses self. • 5.1.G Fine Motor. Controls small movements. Threads small beads. Stacks small objects.
<p>SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION</p>	<p>6 Health and Safety</p>

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Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	6.2 Health and Safety. Practices good hygiene.
36 to 48 Months: Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	6.2.B Health and Safety. Practices good hygiene. Recognizes the difference between dirty and clean. Points to body parts when prompted.
48 to 60 Months: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.	6.2.C Health and Safety. Practices good hygiene. With help, participates in healthy habits and healthcare routines. Names body parts.
By 60 Months: <ul style="list-style-type: none"> Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose. Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed. 	6.2.D Health and Safety. Practices good hygiene. Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain. 6.2.E Health and Safety. Practices good hygiene. Explains how germs spread and simple strategies for preventing the spread.
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	6.1 Health and Safety. Makes healthy food and exercise choices.
36 to 48 Months: Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	6.1.E Health and Safety. Makes healthy food and exercise choices. Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.
48 to 60 Months: Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.	6.1.F Health and Safety. Makes healthy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.
By 60 Months: <ul style="list-style-type: none"> Identifies a variety of healthy and unhealthy foods. Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy. Moderates food consumption based on awareness of own hunger and fullness. 	<ul style="list-style-type: none"> 6.1.F Health and Safety. Makes healthy food and exercise choices. Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. 6.1.G Health and Safety. Makes healthy food and exercise choices. Explains the importance of nutrition, exercise and rest in maintaining wellness. 6.1.D Health and Safety. Makes healthy food and exercise choices. Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	6.3 Health and Safety. Demonstrates safe practices.
36 to 48 Months: Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	6.3.D Health and Safety. Demonstrates safe practices. Identifies dangerous situations and seeks out help.
48 to 60 Months: Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.	6.3.E Health and Safety. Demonstrates safe practices. Describes reasons for safety rules and reminds others to follow them.

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By 60 Months:

- Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.
- Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.

- 6.3.F Health and Safety. Demonstrates safe practices. Applies general safety rules to a variety of everyday situations with little prompting.
- 6.3.G Health and Safety. Demonstrates safe practices. Identifies emergency situations. Describes how to get help and behave during them.
- 6.3.H Health and Safety. Demonstrates safe practices. Takes appropriate initiative in dangerous and emergency situations.

Developmental Continuum of the Experience Early Learning Skills

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.	Describes and draws defining features of shapes.	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.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	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 purposefully. 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.	