INDEX TO EARLY CHILDHOOD DEVELOPMENT DOMAINS

	2011 Florida Standards	2015 Head Start Outcomes	2017 Florida Standards
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	Social Emotional Development	Social Emotional Development	Social Emotional Development
	Language, Communication, and Emergent Literacy	Language and Communicaiton	Language and Literacy
	Cognitive Development and General Knowledge	Cognition	Mathematical Thinking
			Scientific Inquiry
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			Creative Expression through the Arts

2011 Florida Standards	A. Head Start Outcomes	2017 Florida Standards
PHYSICAL HEALTH	**PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT**	**I. PHYSICAL DEVELOPMENT**
A Health and Wellness		
1.Shows characteristics of good health to facilitate learning		
2. Shows visual abilities to facilitate learning and healthy growth and development		
3. Demonstrates auditory ability to facilitate learning and health growth and development		
4. Demonstrates characteristics of good oral health and performs oral hygiene routines		
5. Shows familiarity with health care providers in relation to health and wellness		
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health		
7. Show basic physical needs are met		
8. Actively takes part in basic health and safety routines	**P-PMP 4 Child demonstrates personal hygiene and self-care skills**	**IAc Personal Care Routines**
	Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teach or getting dressed	IAc1 Responds to and initiates care routines that support personal hygiene
	Washes hands with soap and water, knows to do this before eating, after using the bathroom, or after blowing nose	IAc1 Benchmark a. Initiates and completes familiar hygiene routines independently
	P-PMP 5 Child demonstrates knowledge of personal safety practices and routines	**IAb Safety**
	Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings	IAb1 Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
		IAb1 benchmark b. Identifies consequences of not following safety rules
	Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices	IAb1 Benchmark a. Consistently follows basic safety rules independently across different situations
9. Participates in physical fitness activities		**IAa Active Play**
		IAa1 Engages in physical activities with increasing balance, coordination, endurance, and intensity.
		IAa1 Benchmark a Seeks to engage in physical activities or active play routinely with increased intensity and duration

	P-PMP 5 Child develops knowledge and skills that help promote nutritious food choices and eating habits	**IAd Feeding and nutrition**
10. Makes healthy food choices	Identifies a variety of healthy and unhealthy foods	IAd1 Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.
	Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy	IAd1 Benchmark b Recognizes nutritious food choices and healthy eating habits
	Moderates food consumption based on awareness of own hunger and fullness	
B. Self-Help		
1. Actively participates in self-care	**P-PMP4 above**	**1Ac above**
2. Helps carry out classroom routines		IAd1. Benchmark a Assists adults in preparing simple foods to serve to self or others
C. Gross Motor Development	**GROSS MOTOR**	**IB Motor Development** **IBa Gross Motor Development**
1. Demonstrates increasing motor control and balance	**P-PMP 1 Child demonstrates control, strength, and coordination of large muscles**	IBa1 Demonstrates use of large muscles for movement, position, strength, and coordination
	Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg	1Ba1 Benchmark a 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 strength and stamina that allow for participation in a range of physical activities, such as running around, playing tag	IBa1 Benchmark b Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.
		IBa1 Benchmark c Engages in more complex movements (e.g. riding a tricycle with ease)
2. Demonstrates the ability to combine movements for gross motor skills	Performs actions that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, dancing to music	IBa1 Benchmark d Engages in physical activities of increasing levels of intensity for sustained periods of time.
		IBa2 Demonstrates use of large muscles to move in the environment.
		IBa2 Benchmark a Combines and coordinates more than two motor movements (e.g. moves a wheelchair through an obstacle course.)
	P-PMP 2 Child uses perceptual information to guide motions and interactions with objects and other people	**IBb Gross Motor Perception (Sensorimotor)**
	Demonstrates awareness of own body and other people's space during interactions	IBb1 Benchmark b Demonstrates spatial awareness through play activities.
	Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball	IBb1 Benchmark a Acts and moves with purpose and independently recognizes differences in direction, distance, and location
	When asked, can move own body in front of, to the side, or behind something or someone else, such as getting line with other children	

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

SOCIAL AND EMOTIONAL DEVELOPMENT	APPROACHES TO LEARNING Emotional and behavioral self-regulation	III. SOCIAL AND EMOTIONAL DEVELOPMENT
A. Self Regulation	**P-ATL 4 Child manages actions, words, and behavior with increasing independence**	**IIIB Managing Emotions**
a. Affective		
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routine, when given a consistent and predictable environment.	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 a 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..	
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative with teacher support and multiple experiences over time	**P-ATL 1 Child manages emotions with increasing self-regulation**	IIIB1 Demonstrates the ability to self-regulate
	Expresses emotions in ways that are appropriate to the situation.	
	Looks for adult assistance when emotions are most intense.	IIIB1 Benchmark a Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support
	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.	
	P-ATL 4 Child manages actions, words, and behavior with increasing independence	
	Refrains from aggressive behavior towards others	IIIC2 Benchmark c Responds appropriately to bullying behavior
	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.	
	P-ATL 5 Child demonstrates an increasing ability to control impulses	
	Stops an engaging activity to transition to another less desirable activity with adult guidance and support.	
	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.	
	Functioning	
	P-SE 6 Child expresses a broad range of emotions and recognizes these emotions in self and others.	IIIA1 Expresses, identifies, and responds to a range of emotions
	Recognizes and labels basic emotions in books or photographs	
	Uses words to describe own feelings	IIID4 Develops sense of awareness and independence
		IIID4 Benchmark a Uses words to communicate personal characteristics, preferences, thoughts, and feelings
	Uses words to describe the feelings of adults or other children	IIIA1 Benchmark a Recognizes the emotions of peers and responds with empathy and compassion
		IIIA2 Benchmark a Demonstrates cognitive empathy (recognizing or inferring other's mental states) and use of words, gestures, and facial expressions to respond appropriately
		IIID4 Benchmark b Recognizes preferences of others
	P-SE 8 Child manages emotions with increasing independence	
	Expresses feelings in ways that are appropriate to the situation	IIIA2 Demonstrates appropriate affect (emotional response) between behavior and facial expression
	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 deep breaths.	
b. Life/Adaptive	**APPROACHES TO LEARNING**	
1. Follows simple rules, agreements, and familiar routines with teacher support	**P ATL 2 Child follows classroom rules and routines with increasing independence**	
	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.	IIID3 Develops sense of identity and belonging through routines, rituals, and interactions
	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time	
2. Begins to use materials with increasing care and safety	**P ATL 3 Child appropriately handles and takes care of classroom materials**	
	Appropriately handles materials during activities	
	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin	

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

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

1. Speech is understood by both a familiar and an unfamiliar peer or adult	**P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways**	IVB1 Speaks and is understood when speaking
	Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated in infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.	IVB1 benchmark a Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors.
	P-LC 3 Child varies the amount of information provided to meet the demands of the situation.	
	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 misunderstood	
	languages.	
	P-LC 4 Child understands, follows, and uses appropriate social and conversational rules	
	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.	
C. Vocabulary	**Vocabulary**	**IVC Vocabulary**
1. Shows an understanding of words and their meanings	**P-LC 6 Child understands and uses a wide variety of words for a variety of purposes**	IVC1 Shows an understanding of word and their meanings
Child has age appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe adjectives and adverbs)	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word "Cocoon" when learning the life-cycle of caterpillars, or "Cylinder" when learning about 3D shapes	IVC1 benchmark a Demonstrates understanding of age-appropriate vocabulary across many topic areas each area I'm demonstrates a wide variety of words and their meanings within each area (e.g. wrld knowledge, names of body parts and feelings)
Child has mastery of functional and organizational language of the classroom (same and different, in front of and behind, next to, opposite, below		IVC1 benchmark b demonstrates understanding of functional and organizational language (e.g. same and different, in front of and behind, next to, opposite ,below) in multiple environments
	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussion	IVC1 benchmark c Understands or knows the meaning of many thousands of words including subject area words (e.g. science, social studies, math, and literacy) manymore than he or she routinely uses (receptive language).
Child understands or knows the meaning of many thousands of words including disciplinary words (science, social studies, math and literacy) many more than he or she routinely uses (receptive language)		
2. Shows increased vocabulary to describe many objects, actions, and events		IVC2 Uses increased vocabulary to describe objects ,actions, and events (expressive)
Child uses a large speaking vocabulary, adding new words weekly	Demonstrates the use of multiple (2-3) new words or signs a day during play and other activities	IVC2 benchmark a Uses a large speaking vocabulary, adding new words weekly (e.g. repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
	With support, forms guesses about the meaning of new words from context clues	IVC2 benchmark c Identifies unfamiliar words asking for clarification
		the understanding that some words have multiple meanings.
	P-LC 7 Child shows understanding of word categories and relationships among words	
	Categorizes words or objects such as sorting a hat, machines, and tools into the construction group, or giving many examples of animals.	
Child uses category labels (fruit, vegetable, animal, transportation, tools)	Discusses new words in relation to known words and word categories, such as "it fell to the bottom when it sank" or "when you hop it's like jumping on one leg" or "the bear and fox are both wild animals"	
	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 family 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.	
Child uses a variety of word meaning relationships (part-whole, object-function, object - location)		IVC2 benchmark b Uses a variety of word-meaning relationships (e.g. part-whole, object-function, object-llocation.)
D. Sentences and Structure		**IVD Sentences and Structure**
1. Uses age-appropriate grammar in conversations with increasingly complex phrases and sentences		IVD1 Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
	P-LC 5 Child expresses self in increasingly long, detailed, and sophisticated ways	

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

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

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

Benchmark b: Child duplicates identical patterns with at least two elements	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating pattern with blocks at the table that was demonstrated on the rug.	VC2 Duplicates a simple AB pattern using different objects
Benchmark c: Child recognizes pattern units (e.g. red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)	Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.	VC1 Identifies and extends a simple AB repeating pattern
Benchmark d: Child begins to independently produce patterns with at least two elements (e.g. red/blue, red/blue) with teacher support and multiple experiences over time	Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.	VC3 Recognizes the unit of repeat of a more complex pattern and extends the patterns (e.g. ABB or ABC)
2. Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)	**P-MATH 8 Child measures objects by their various attributes, using standard and non-standard measurement. Uses differences in attributes to make comparisons**	
Benchmark a: Child places objects in increasing order of size when the increasing unit is constant (e.g. unit blocks) Benchmark b: Child verbalizes why objects were placed in order (e.g. describes process of how and why) with teacher support and multiple experiences over time)	Compares or orders up to 5 objects based on their measurable attributes such as height, size, or weight Uses comparative language, such as shortest, heavier, or biggest	
d. Geometry	**Geometry and Spatial Sense**	**VD Geometry**
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes (trapezoid, rhombus) Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes Benchmark b: Child names two-dimensional shapes	**P-MATH 9 Child identifies, describes, compares, and composes shapes** 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	VD1 Recognizes and names two-dimensional shapes (circle, square, triangle, and rectangle) of different size and orientation
Benchmark c: child constructs examples of two-dimensional shapes. Benchmark d: Child identifies the number of sides of two-dimensional shapes	Analyzes, compares, sorts two and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape	VD2 Describes, sorts, and classifies two-and three-dimensional shapes using some attributes such as size, sides, and other properties
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations Benchmark a: Child slides shapes with teacher support and multiple experiences over time. Benchmark b: Child flips shapes with teacher support and multiple experiences over time Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time		
		VD3 Creates two-dimensional shapes by using other shapes (e.g. putting two squares together to make a rectangle)
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g. cylinder, pyramid) Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes Benchmark b: Child names three-dimensional shapes		
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions using concrete objects.	Creates and builds shapes from components	VD4 Constructs with three-dimensional shapes in the environment through play (e.g. building castles in the construction area)
e. Spatial Relations	**P-MATH 10 Child explores the positions of objects in space.**	**VE Spatial Relations**
1. Shows understanding of spatial relationships and uses position words (e.g. Above, below, next to, beside, on top Benchmark a: Child shows understanding of positional Benchmark b: Child uses the positional terms verbally (expressive knowledge) e.g. in front of, behind, between, over, through, under- with teacher support and multiple experiences over time. 2.Describe relative position from different perspectives (e.g. "I am on top of the climber and you are below me.") 3. Understands and can tell the difference between orientation terms (e.g. horizontal, diagonal, vertical)	Understands and uses language related to directionality, order, and the position of objects, including up/down and in front/behind.	VE1 Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over, and under)
4. Uses directions to move through space and find spaces in place (e.g. obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	Correctly follows directions involving his/her own position in space, such as Stand Up and Move Forward	VE2 Uses directions to move through space and find places in space
	SCIENTIFIC REASONING **Scientific Inquiry**	
f. Measurement	**P-SCI 3 Child compares and categorizes observable phenomena**	
1. Engages in activities that explore measurement.	Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup to quantify similarities and differences of observable phenomena	VF1 Measures object attributes using a variety of standard and nonstandard tools
2. Compares continuous quantities using length, weight, and height.	**P-MATH 8 Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.**	VF2 Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

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

	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships	VIA3 benchmark c. Begins to form conclusions and construct explanations (e.g. What do these results mean?)
	With adult support, compares results in initial prediction and offers evidence as to why they do or do not work	
	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.	VIA3 benchmark d. Shares findings and outcomes of experiments.
b. Physical Science		**VIC Physical Science**
		VIC1 Demonstrates knowledge related to physical science
		VIC1 benchmark a Discusses what makes objects move the way they do and how the movement can be controlled
		VIC1 benchmark b Makes predictions about how to change the speed f an object, tests predictions through experiments and describes what happens
		VIC1 benchmark c Investigates and describes changing states of matter- liquid, solid, and gas
		VIC1 benchmark d Explores the relationships of objects to light (e.g. light and shadows)
1. Explores the physical properties and creative use of objects or matter.		
c. Life Science		**VIB Life Science**
		VIB1 Demonstrates knowledge related to living things and their environments.
1. Explores growth and change of living things		VIB1 benchmark c. Understands that all living things grow, change, and go through life cycles
2. Identifies the characteristics of living things		VIB1 benchmark a. Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g. camouflage, body covering, eye color, other adaptations, types of trees and where they grow.
		VIB1 benchmark b Notices similarities and differences among living things
		VIB1 benchmark d begins to distinguish between living and non-living things.
		VIB1 benchmark e. Observes that living things differ with regard to their needs and habitats
d Earth and Space		**VID Earth and Space Science**
		VID1 Demonstrates knowledge related to the dynamic properties of earth and sky
		VID1 benchmark a Describes properties of water including changes in the states of water - liquid, solid, and gas (e.g. buoyancy, movement, displacement, and flow
1. Explores the outdoor environment and begins to recognize changes (e.g. weather conditions) in the environment, with teacher support an multiple experiences over time.		VID1 benchmark c Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon, and stars
		VID1 benchmark e Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g. types of clothing for different environments)
		ViD1 benchmark d Compares the daytime and nighttime cycle
2. Discovers and explores objects (e.g. rocks, twigs, leaves, seashells) that are naturally found in the environment.		VID1 benchmark b Discovers explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g. nature walks with hand lenses, collection bags- rocks, twigs, leaves, and shells)
e. Environmental Awareness		**VIE Environment**
		VIE1 Demonstrates awareness of relationship to people, objects, and living/non-living things in their environment
1. Demonstrates ongoing environmental awareness and responsibility (e.g. reduce, reuse, recycle), with teacher support and multiple experience over time		VIID6 Begins to identify the relationships between human decisions and the impact on the environment (e.g. recycling and water conservation)
		VIE1 benchmark b Participates in daily routines demonstrating basic conservation strategies (e.g. conserving water when washing hands or brushing teeth)
		VIE1 benchmark c Identifies examples of organized efforts to protect the environment (e.g. recycling materials in the classroom)
		VIF Engineering and Technology
		VIF1 Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures
		VIF1 benchmark a Identifies problems and tries to solve them by designing or using tools (e.g. makes a simple tent with a chair and cloth for protection from the sun)

		VIF1 benchmark b Explains why a simple machine is appropriate for a particular task (e.g. moving something heavy, moving water from one location to another)
		VIF1 benchmark c Uses appropriate tools and materials with greater flexibility to create or solve problems.
		VIF1 benchmark d Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g. ramps, pathways, structure, Legos, block building and play)
C . Social Studies		**VII. SOCIAL STUDIES**
a. Individual Development and Identity		
1. Begins to recognize and appreciate similarities and differences in people		VIIA3 Explores culture of peers and families in the classroom an community
		VIIA4 Explores cultural attributes by comparing and contrasting different characteristics (e.g. language, literature, music, arts, artifacts, foods, architecture, and celebrations
2. Begins to understand family characteristics, roles, and functions		
3. Shows awareness and describes some social roles and jobs that people do		
b. People, Places, and Environments		**VIID Spaces, Places, and Environments**
		VIID1 Identifies the relationship of personal space to surroundings
		VIID2 Identifies differences and similarities between own environment and other locations
1. Demonstrates awareness of geographic thinking		VIID3 Identifies differences and similarities of basic physical characteristics (e.g. landmarks or land features)
		VIID4 Uses spatial words (e.g. far/close, up/down, over/under)
		VIID5 Recognizes some geographic tools and resources (e.g. maps, globes, or GPS)
		VIIE Time Continuity and Change
		VIIE1 Identifies changes within a sequence of events to establish a sense of order and time
		VIIE2 Observes and recognizes changes that take place over time in the immediate environment
c. Technology and Our World		**VIIH Technology and Our World**
1. Shows awareness of technology and its impact on how people live		VIIH1 Uses and shows awareness of technology and its impact on how people live (e.g. computers, tablets, mobile devices, cameras or music players
d. Civic Ideals and Practices		**VIIC Individuals and Groups**
		VIIC1 Identifies differences and similarities of self and others as part of a group
		VIIC2 Explains the role of groups within a community
1. Demonstrates awareness of group rules (civics)		VIIC3 Demonstrates awareness of group rules (e.g. family, classroom, school or community)
2. Begins to understand and take on leadership roles		VIIC4 Exhibits leadership skills and roles (e.g. line leader and door holder)
		VIIF Governance, Civic Ideals and Practices
		VIIF1 Recognizes and follows rules and expectations in varying settings
		VIIF2 Participates in problem solving and decision making
		VIIF3 Begins to explore basic principles of democracy (e.g. deciding rules in a classroom respecting the opinions of others, voting on classroom activities, or civic responsibilities.
		VIIG Economics and Resources
		ViIG1 Recognizes the difference between wants and needs
		VIIG2 Begins to recognize that people work to earn money to buy things they need or want.
D. Creative Expression Through the Arts		**VIII. CREATIVE EXPRESSION THROUGH THE ARTS**
a. Visual Arts		**VIIIA Sensory Art Experiences**
1. Explores visual arts		VIIIA1 Combines with intention a variety of open-ended process-oriented and diverse art materials
2. Creates visual arts to communicate an idea		
3. Discusses and responds to the feelings caused by an artwork		
b. Music		**VIIIB Music**
1. Explores music		VIIIB1. Actively particulates in a variety of individual and group musical activities
2. Creates music to communicate an idea		VIIIB2. Expresses and represents thought, observations, imagination, feelings, experiences, and knowledge in individual and group musical activities.
3. Discusses and responds to the feelings caused by music		
c. Creative Movement and Dance		**VIIIC. Creative Movement**
1. Explores creative movement and dance		VIIIC1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences, and knowledge
2. Creates creative movement and dance to communicate an idea		
3. Discusses and responds to the feelings caused by creative movement and dance		

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