

LANGUAGE ARTS

1.A.ECa Follow simple one-, two- and three-step directions.

LANGUAGE ARTS

1.A.ECb Respond appropriately to questions from others.

LANGUAGE ARTS

1.A.ECc Provide comments relevant to the context.

LANGUAGE ARTS

1.A.ECd Identify emotions from facial expressions and body language.

LANGUAGE ARTS

1.B.ECa Use language for a variety of purposes.

LANGUAGE ARTS

1.B.ECb With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.

LANGUAGE ARTS

1.B.ECc Continue a conversation through two or more exchanges.

LANGUAGE ARTS

1.B.ECd Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).

LANGUAGE ARTS

1.C.ECa Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.

LANGUAGE ARTS

1.D.ECa With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.

LANGUAGE ARTS

1.D.ECb Speak using age-appropriate conventions of Standard English grammar and usage.

LANGUAGE ARTS

1.D.ECc Understand and use question words in speaking.

LANGUAGE ARTS

1.E.ECa With teacher assistance, begin to use increasingly complex sentences.

LANGUAGE ARTS

1.E.ECb Exhibit curiosity and interest in learning new words heard in conversations and books.

LANGUAGE ARTS

1.E.ECc With teacher assistance, use new words acquired through conversations and book-sharing experiences.

LANGUAGE ARTS

1.E.ECd With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles).

LANGUAGE ARTS

1.E.ECe With teacher assistance, use adjectives to describe people, places, and things.

LANGUAGE ARTS

2.A.ECa Engage in book-sharing experiences with purpose and understanding.

LANGUAGE ARTS

2.A.ECb Look at books independently, pretending to read.

LANGUAGE ARTS

2.B.ECa With teacher assistance, ask and answer questions about books read aloud.

LANGUAGE ARTS

2.B.ECb With teacher assistance, retell familiar stories with three or more key events.

LANGUAGE ARTS

2.B.ECc With teacher assistance, identify main character(s) of the story.

LANGUAGE ARTS

2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).

LANGUAGE ARTS

2.C.ECb Identify the front and back covers of books and display the correct orientation of books and page-turning skills.

LANGUAGE ARTS

2.C.ECc With teacher assistance, describe the role of an author and illustrator.

LANGUAGE ARTS

2.D.ECa With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

LANGUAGE ARTS

2.D.ECb With teacher assistance, compare and contrast two stories relating to the same topic.

LANGUAGE ARTS

3.A.ECa With teacher assistance, ask and answer questions about details in a nonfiction book.

LANGUAGE ARTS

3.A.ECb With teacher assistance, retell detail(s) about main topic in a nonfiction book.

LANGUAGE ARTS

3.B.ECa With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.

LANGUAGE ARTS

4.A.ECa Recognize the differences between print and pictures.

LANGUAGE ARTS

4.A.ECb Begin to follow words from left to right, top to bottom, and page by page.

LANGUAGE ARTS

4.A.ECc Recognize the one-to-one relationship between spoken and written words.

LANGUAGE ARTS

4.A.ECd Understand that words are separated by spaces in print.

LANGUAGE ARTS

4.A.ECe Recognize that letters are grouped to form words.

LANGUAGE ARTS

4.A.ECf Differentiate letters from numerals.

LANGUAGE ARTS

4.B.ECa With teacher assistance, recite the alphabet.

LANGUAGE ARTS

4.B.ECb Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

LANGUAGE ARTS

4.B.ECc With teacher assistance, match some upper/lowercase letters of the alphabet.

LANGUAGE ARTS

4.B.ECd With teacher assistance, begin to form some letters of the alphabet, especially those in own name.

LANGUAGE ARTS

4.C.ECa Recognize that sentences are made up of separate words.

LANGUAGE ARTS

4.C.ECb With teacher assistance, recognize and match words that rhyme.

LANGUAGE ARTS

4.C.ECc Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).

LANGUAGE ARTS

4.C.ECd With teacher assistance, isolate and pronounce the initial sounds in words.

LANGUAGE ARTS

4.C.ECe With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).

LANGUAGE ARTS

4.C.ECf With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).

LANGUAGE ARTS

4.C.ECg With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).

LANGUAGE ARTS

4.D.ECa Recognize own name and common signs and labels in the environment.

LANGUAGE ARTS

4.D.ECb With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.

LANGUAGE ARTS

4.D.ECc With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.

LANGUAGE ARTS

5.A.ECa Experiment with writing tools and materials.

LANGUAGE ARTS

5.A.ECb Use scribbles, letterlike forms, or letters/words to represent written language.

LANGUAGE ARTS

5.A.ECc With teacher assistance, write own first name using appropriate upper/lowercase letters.

LANGUAGE ARTS

5.B.ECa With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.

LANGUAGE ARTS

5.B.ECb With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LANGUAGE ARTS

5.B.ECc With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.

LANGUAGE ARTS

5.C.ECa Participate in group projects or units of study designed to learn about a topic of interest.

LANGUAGE ARTS

5.C.ECb With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.

MATHEMATICS

6.A.ECa Count with understanding and recognize “how many” in small sets up to 5.

MATHEMATICS

6.A.ECb Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less.

MATHEMATICS

6.A.ECc Understand and appropriately use informal or everyday terms that mean zero, such as “none” or “nothing”.

MATHEMATICS

6.A.ECd Connect numbers to quantities they represent using physical models and informal representations.

MATHEMATICS

6.A.ECe Differentiate numerals from letters and recognize some single-digit written numerals.

MATHEMATICS

6.A.ECf Verbally recite numbers from 1 to 10.

MATHEMATICS

6.A.ECg Be able to say the number after another in the series up to 9 when given a “running start,” as in “What comes after one, two, three, four...?”.

MATHEMATICS

6.B.ECa Recognize that numbers (or sets of objects) can be combined or separated to make another number.

MATHEMATICS

6.B.ECb Show understanding of how to count out and construct sets of objects of a given number up to 5.

MATHEMATICS

6.B.ECc Identify the new number created when small sets (up to 5) are combined or separated.

MATHEMATICS

6.B.ECd Informally solve simple mathematical problems presented in a meaningful context.

MATHEMATICS

6.B.ECe Fairly share a set of up to 10 items between two children.

MATHEMATICS

6.C.ECa Estimate number of objects in a small set.

MATHEMATICS

6.D.ECa Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.

MATHEMATICS

6.D.ECb Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to”, or “same as”.

MATHEMATICS

7.A.ECa Compare, order, and describe objects according to a single attribute.

MATHEMATICS

7.A.ECb Use nonstandard units to measure attributes such as length and capacity.

MATHEMATICS

7.A.ECc Use vocabulary that describes and compares length, height, weight, capacity, and size.

MATHEMATICS

7.A.ECd Begin to construct a sense of time through participation in daily activities.

MATHEMATICS

7.B.ECa Practice estimating in everyday play and everyday measurement problems.

MATHEMATICS

7.C.ECa With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child.

MATHEMATICS

7.C.ECb Know that different attributes, such as length, weight, and time, are measured using different kinds of units, such as feet, pounds, and seconds.

MATHEMATICS

8.A.ECa Sort, order, compare, and describe objects according to characteristics or attribute(s).

MATHEMATICS

8.A.ECb Recognize, duplicate, extend, and create simple patterns in various formats.

MATHEMATICS

8.B.ECa With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.

MATHEMATICS

9.A.ECa Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines).

MATHEMATICS

9.A.ECb Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).

MATHEMATICS

9.A.ECc Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.

MATHEMATICS

9.A.ECd Combine two-dimensional shapes to create new shapes.

MATHEMATICS

9.A.ECe Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).

MATHEMATICS

9.B.ECa Show understanding of location and ordinal position.

MATHEMATICS

9.B.ECb Use appropriate vocabulary for identifying location and ordinal position.

MATHEMATICS

10.A.ECa With teacher assistance, come up with meaningful questions that can be answered through gathering information.

MATHEMATICS

10.A.ECb Gather data about themselves and their surroundings to answer meaningful questions.

MATHEMATICS

10.B.ECa Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.

MATHEMATICS

10.B.ECb Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time.

MATHEMATICS

10.C.ECa Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always”, and “never”.

SCIENCE

11.A.ECa Express wonder and curiosity about their world by asking questions, solving problems, and designing things.

SCIENCE

11.A.ECb Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.

SCIENCE

11.A.ECc Plan and carry out simple investigations.

SCIENCE

11.A.ECd Collect, describe, compare, and record information from observations and investigations.

SCIENCE

11.A.ECe Use mathematical and computational thinking.

SCIENCE

11.A.ECf Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation.

SCIENCE

11.A.ECg Generate explanations and communicate ideas and/or conclusions about their investigations.

SCIENCE

12.A.ECa Observe, investigate, describe, and categorize living things.

SCIENCE

12.A.ECb Show an awareness of changes that occur in oneself and the environment.

SCIENCE

12.B.ECa Describe and compare basic needs of living things.

SCIENCE

12.B.ECb Show respect for living things.

SCIENCE

12.C.ECa Identify, describe, and compare the physical properties of objects.

SCIENCE

12.C.ECb Experiment with changes in matter when combined with other substances.

SCIENCE

12.D.ECa Describe the effects of forces in nature.

SCIENCE

12.D.ECb Explore the effect of force on objects in and outside the early childhood environment.

SCIENCE

12.E.ECa Observe and describe characteristics of earth, water, and air.

SCIENCE

12.E.ECb Participate in discussions about simple ways to take care of the environment.

SCIENCE

12.F.ECa Observe and discuss changes in weather and seasons using common vocabulary.

SCIENCE

13.A.ECa Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations.

SOCIAL STUDIES

13.B.ECa Use nonstandard and standard scientific tools for investigation.

SOCIAL STUDIES

13.B.ECb Become familiar with technological tools that can aid in scientific inquiry.

SOCIAL STUDIES

14.A.ECa Recognize the reasons for rules in the home and early childhood environment and for laws in the community.

14.A.ECb Contribute to the well-being of one’s early childhood environment, school, and community.

14.C.ECa Participate in voting as a way of making choices.

14.D.ECa Develop an awareness of what it means to be a leader.

SOCIAL STUDIES

14.D.ECb Participate in a variety of roles in the early childhood environment.

SOCIAL STUDIES

15.A.ECa Describe some common jobs and what is needed to perform those jobs.

SOCIAL STUDIES

15.A.ECb Discuss why people work.

SOCIAL STUDIES

15.B.ECa Understand that some resources and money are limited.

SOCIAL STUDIES

15.D.ECa Begin to understand the use of trade or money to obtain goods and services.

SOCIAL STUDIES

16.A.ECa Recall information about the immediate past.

SOCIAL STUDIES

16.A.ECb Develop a basic awareness of self as an individual.

SOCIAL STUDIES

17.A.ECa Locate objects and places in familiar environments.

SOCIAL STUDIES

17.A.ECb Express beginning geographic thinking.

SOCIAL STUDIES

18.A.ECa Recognize similarities and differences in people.

SOCIAL STUDIES

18.B.ECa Understand that each of us belongs to a family and recognize that families vary.

PHYSICAL DEVELOPMENT AND HEALTH

19.A.ECa Engage in active play using gross- and fine-motor skills.

PHYSICAL DEVELOPMENT AND HEALTH

19.A.ECb Move with balance and control in a range of physical activities.

PHYSICAL DEVELOPMENT AND HEALTH

19.A.ECc Use strength and control to accomplish tasks.

PHYSICAL DEVELOPMENT AND HEALTH

19.A.ECd Use eye-hand coordination to perform tasks.

PHYSICAL DEVELOPMENT AND HEALTH

19.A.ECe Use writing and drawing tools with some control.

PHYSICAL DEVELOPMENT AND HEALTH

19.B.ECa Coordinate movements to perform complex tasks.

PHYSICAL DEVELOPMENT AND HEALTH

19.B.ECb Demonstrate body awareness when moving in different spaces.

PHYSICAL DEVELOPMENT AND HEALTH

19.B.ECc Combine large motor movements with and without the use of equipment.

PHYSICAL DEVELOPMENT AND HEALTH

19.C.ECa Follow simple safety rules while participating in activities.

PHYSICAL DEVELOPMENT AND HEALTH

20.A.ECa Participate in activities to enhance physical fitness.

PHYSICAL DEVELOPMENT AND HEALTH

20.A.ECb Exhibit increased levels of physical activity.

PHYSICAL DEVELOPMENT AND HEALTH

21.A.ECa Follow rules and procedures when participating in group physical activities.

PHYSICAL DEVELOPMENT AND HEALTH

21.A.ECb Follow directions, with occasional adult reminders, during group activities.

PHYSICAL DEVELOPMENT AND HEALTH

21.B.ECa Demonstrate ability to cooperate with others during group physical activities.

PHYSICAL DEVELOPMENT AND HEALTH

22.A.ECa Identify simple practices that promote healthy living and prevent illness.

PHYSICAL DEVELOPMENT AND HEALTH

22.A.ECb Demonstrate personal care and hygiene skills, with adult reminders.

PHYSICAL DEVELOPMENT AND HEALTH

22.A.ECc Identify and follow basic safety rules.

PHYSICAL DEVELOPMENT AND HEALTH

23.A.ECa Identify body parts and their functions.

PHYSICAL DEVELOPMENT AND HEALTH

23.B.ECa Identify examples of healthy habits.

PHYSICAL DEVELOPMENT AND HEALTH**PHYSICAL DEVELOPMENT AND HEALTH****THE ARTS**

23.B.ECb Identify healthy and nonhealthy foods and explain the effect of these foods on the body.

24.C.ECa Participate in activities to learn to avoid dangerous situations.

25.A.ECa Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.

THE ARTS**THE ARTS****THE ARTS**

25.A.ECb Drama: Begin to appreciate and participate in dramatic activities.

25.A.ECc Music: Begin to appreciate and participate in music activities.

25.A.ECd Visual Arts: Investigate and participate in activities using visual arts materials.

THE ARTS**THE ARTS****ELL HOME LANGUAGE DEVELOPMENT**

25.B.ECa Describe or respond to their creative work or the creative work of others.

26.B.ECa Use creative arts as an avenue for self-expression.

28.A.ECa May demonstrate progress and mastery of benchmarks through home language.

ELL HOME LANGUAGE DEVELOPMENT**ELL HOME LANGUAGE DEVELOPMENT****ELL HOME LANGUAGE DEVELOPMENT**

28.A.ECb Use home language in family, community, and early childhood settings.

28.A.ECc Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.

29.A.ECa Use home cultural and linguistic knowledge to express current understandings and construct new concepts.

ELL HOME LANGUAGE DEVELOPMENT**ELL HOME LANGUAGE DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

29.A.ECb With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.

29.A.ECc Exhibit foundational literacy skills in home language to foster transfer to English.

30.A.ECa Recognize and label basic emotions.

SOCIAL/EMOTIONAL DEVELOPMENT**SOCIAL/EMOTIONAL DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

30.A.ECb Use appropriate communication skills when expressing needs, wants, and feelings.

30.A.ECc Express feelings that are appropriate to the situation.

30.A.ECd Begin to understand and follow rules.

SOCIAL/EMOTIONAL DEVELOPMENT**SOCIAL/EMOTIONAL DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

30.A.ECe Use materials with purpose, safety, and respect.

30.A.ECf Begin to understand the consequences of his or her behavior.

30.B.ECa Describe self using several basic characteristics.

SOCIAL/EMOTIONAL DEVELOPMENT**SOCIAL/EMOTIONAL DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

30.C.ECa Exhibit eagerness and curiosity as a learner.

30.C.ECb Demonstrate persistence and creativity in seeking solutions to problems.

30.C.ECc Show some initiative, self-direction, and independence in actions.

SOCIAL/EMOTIONAL DEVELOPMENT**SOCIAL/EMOTIONAL DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

30.C.ECd Demonstrate engagement and sustained attention in activities.

31.A.ECa Show empathy, sympathy, and caring for others.

31.A.ECb Recognize the feelings and perspectives of others.

SOCIAL/EMOTIONAL DEVELOPMENT**SOCIAL/EMOTIONAL DEVELOPMENT****SOCIAL/EMOTIONAL DEVELOPMENT**

31.A.ECc Interact easily with familiar adults.

31.A.ECd Demonstrate attachment to familiar adults.

31.A.ECe Develop positive relationships with peers.

SOCIAL/EMOTIONAL DEVELOPMENT

31.B.ECa Interact verbally and nonverbally with other children.

SOCIAL/EMOTIONAL DEVELOPMENT

31.B.ECb Engage in cooperative group play.

SOCIAL/EMOTIONAL DEVELOPMENT

31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

SOCIAL/EMOTIONAL DEVELOPMENT

31.C.ECa Begin to share materials and experiences and take turns.

SOCIAL/EMOTIONAL DEVELOPMENT

31.C.ECb Solve simple conflicts with peers with independence, using gestures or words.

SOCIAL/EMOTIONAL DEVELOPMENT

31.C.ECc Seek adult help when needed to resolve conflict.

SOCIAL/EMOTIONAL DEVELOPMENT

32.A.ECa Participate in discussions about why rules exist.

SOCIAL/EMOTIONAL DEVELOPMENT

32.A.ECb Follow rules and make good choices about behavior.

SOCIAL/EMOTIONAL DEVELOPMENT

32.B.ECa Participate in discussions about finding alternative solutions to problems.