



LANGUAGE ARTS

Follow simple one-, two- and three-step directions.

1.A.ECa

LANGUAGE ARTS

Respond appropriately to questions from others.

1.A.ECb

LANGUAGE ARTS

Provide comments relevant to the context.

1.A.ECc

LANGUAGE ARTS

Identify emotions from facial expressions and body language.

1.A.ECd

LANGUAGE ARTS

Use language for a variety of purposes.

1.B.ECa

LANGUAGE ARTS

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.

1.B.ECb

LANGUAGE ARTS

Continue a conversation through two or more exchanges.

1.B.ECc

LANGUAGE ARTS

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

1.B.ECd



LANGUAGE ARTS

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

1.C.ECa

LANGUAGE ARTS

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

1.D.ECa

LANGUAGE ARTS

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

1.D.ECb

LANGUAGE ARTS

Understand and use question words in speaking.

1.D.ECc

LANGUAGE ARTS

With teacher assistance, begin to use increasingly complex sentences.

1.E.ECa

LANGUAGE ARTS

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

1.E.ECb

LANGUAGE ARTS

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

1.E.ECc

LANGUAGE ARTS

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

1.E.ECd



LANGUAGE ARTS

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

1.E.ECe



LANGUAGE ARTS

Engage in book-sharing experiences with purpose and understanding.

2.A.ECa



LANGUAGE ARTS

Look at books independently, pretending to read.

2.A.ECb



LANGUAGE ARTS

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

2.B.ECa



LANGUAGE ARTS

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

2.B.ECb



LANGUAGE ARTS

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

2.B.ECc



LANGUAGE ARTS

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

2.C.ECa



LANGUAGE ARTS

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

2.C.ECb



LANGUAGE ARTS

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

2.C.ECc



LANGUAGE ARTS

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

2.D.ECa



LANGUAGE ARTS

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

2.D.ECb



LANGUAGE ARTS

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

3.A.ECa



LANGUAGE ARTS

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

3.A.ECb



LANGUAGE ARTS

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

3.B.ECa



LANGUAGE ARTS

Recognize the differences between print and pictures.

4.A.ECa



LANGUAGE ARTS

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

4.A.ECb



○ LANGUAGE ARTS

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

4.A.ECc

○ LANGUAGE ARTS

Understand that words are separated by spaces in print.

4.A.ECd

○ LANGUAGE ARTS

Recognize that letters are grouped to form words.

4.A.ECe

○ LANGUAGE ARTS

Differentiate letters from numerals.

4.A.ECf

○ LANGUAGE ARTS

With teacher assistance, recite the alphabet.

4.B.ECa

○ LANGUAGE ARTS

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

4.B.ECb

○ LANGUAGE ARTS

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

4.B.ECc

○ LANGUAGE ARTS

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

4.B.ECd



○ LANGUAGE ARTS

Recognize that sentences are made up of separate words.

4.C.ECa

○ LANGUAGE ARTS

With teacher assistance, recognize and match words that rhyme.

4.C.ECb

○ LANGUAGE ARTS

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

4.C.ECc

○ LANGUAGE ARTS

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

4.C.ECd

○ LANGUAGE ARTS

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

4.C.ECe

○ LANGUAGE ARTS

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

4.C.ECf

○ LANGUAGE ARTS

With teacher assistance, begin to manipulate sounds (phonemes) in one-syllable words (e.g., changing cat to hat to mat).

4.C.ECg

○ LANGUAGE ARTS

Recognize own name and common signs and labels in the environment.

4.D.ECa



### LANGUAGE ARTS

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

4.D.ECb



### LANGUAGE ARTS

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

4.D.ECc



### LANGUAGE ARTS

Experiment with writing tools and materials.

5.A.ECa



### LANGUAGE ARTS

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

5.A.ECb



### LANGUAGE ARTS

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

5.A.ECc



### LANGUAGE ARTS

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

5.B.ECa



### LANGUAGE ARTS

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.

5.B.ECb



### LANGUAGE ARTS

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

5.B.ECc



○ LANGUAGE ARTS

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

5.C.ECa

○ LANGUAGE ARTS

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

5.C.ECb

○ MATHEMATICS

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

6.A.ECa

○ MATHEMATICS

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.

6.A.ECb

○ MATHEMATICS

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

6.A.ECc

○ MATHEMATICS

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

6.A.ECd

○ MATHEMATICS

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

6.A.ECe

○ MATHEMATICS

Verbally recite numbers from 1 to 10.

6.A.ECf





### MATHEMATICS

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...?”

6.A.ECg



### MATHEMATICS

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

6.B.ECa



### MATHEMATICS

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

6.B.ECb



### MATHEMATICS

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

6.B.ECc



### MATHEMATICS

Informally solve simple mathematical problems presented in a meaningful context.

6.B.ECd



### MATHEMATICS

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

6.B.ECe



### MATHEMATICS

Estimate number of objects in a small set.

6.C.ECa



### MATHEMATICS

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

6.D.ECa



### MATHEMATICS

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

6.D.ECb



### MATHEMATICS

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

7.A.ECa



### MATHEMATICS

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

7.A.ECb



### MATHEMATICS

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

7.A.ECc



### MATHEMATICS

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

7.A.ECd



### MATHEMATICS

Practice estimating in everyday play and everyday measurement problems.

7.B.ECa



### MATHEMATICS

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

7.C.ECa



### MATHEMATICS

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

7.C.ECb



### MATHEMATICS

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

8.A.ECa



### MATHEMATICS

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

8.A.ECb



### MATHEMATICS

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

8.B.ECa



### MATHEMATICS

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

9.A.ECa



### MATHEMATICS

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

9.A.ECb



### MATHEMATICS

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

9.A.ECc



### MATHEMATICS

Combine two-dimensional shapes to create new shapes.

9.A.ECd



### MATHEMATICS

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

9.A.ECe



### MATHEMATICS

Show understanding of location and ordinal position.

9.B.ECa



### MATHEMATICS

Use appropriate vocabulary for identifying location and ordinal position.

9.B.ECb



### MATHEMATICS

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

10.A.ECa



### MATHEMATICS

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

10.A.ECb



### MATHEMATICS

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

10.B.ECa



### MATHEMATICS

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

10.B.ECb



### MATHEMATICS

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

10.C.ECa



### SCIENCE

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

11.A.ECa



○ SCIENCE

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

11.A.ECb

○ SCIENCE

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Plan and carry out simple investigations.

11.A.ECc

○ SCIENCE

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Collect, describe, compare, and record information from observations and investigations.

11.A.ECd

○ SCIENCE

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Use mathematical and computational thinking.

11.A.ECe

○ SCIENCE

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

11.A.ECf

○ SCIENCE

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

11.A.ECg

○ SCIENCE

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Observe, investigate, describe, and categorize living things.

12.A.ECa

○ SCIENCE

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

12.A.ECb



○ SCIENCE  
Describe and compare basic needs of living things.

12.B.ECa

○ SCIENCE  
Show respect for living things.

12.B.ECb

○ SCIENCE  
Identify, describe, and compare the physical properties of objects.

12.C.ECa

○ SCIENCE  
Experiment with changes in matter when combined with other substances.

12.C.ECb

○ SCIENCE  
Describe the effects of forces in nature.

12.D.ECa

○ SCIENCE  
Explore the effect of force on objects in and outside the early childhood environment.

12.D.ECb

○ SCIENCE  
Observe and describe characteristics of earth, water, and air.

12.E.ECa

○ SCIENCE  
Participate in discussions about simple ways to take care of the environment.

12.E.ECb



SCIENCE

Observe and discuss changes in weather and seasons using common vocabulary.

12.F.ECa

SCIENCE

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

13.A.ECa

SCIENCE

Use nonstandard and standard scientific tools for investigation.

13.B.ECa

SCIENCE

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

13.B.ECb

SOCIAL STUDIES

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

14.A.ECa

SOCIAL STUDIES

Contribute to the well-being of one's early childhood environment, school, and community.

14.A.ECb

SOCIAL STUDIES

Participate in voting as a way of making choices.

14.C.ECa

SOCIAL STUDIES

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

14.D.ECa



**SOCIAL STUDIES**

Participate in a variety of roles in the early childhood environment.

14.D.ECb



**SOCIAL STUDIES**

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

15.A.ECa



**SOCIAL STUDIES**

Discuss why people work.

15.A.ECb



**SOCIAL STUDIES**

Understand that some resources and money are limited.

15.B.ECa



**SOCIAL STUDIES**

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

15.D.ECa



**SOCIAL STUDIES**

Recall information about the immediate past.

16.A.ECa



**SOCIAL STUDIES**

Develop a basic awareness of self as an individual.

16.A.ECb



**SOCIAL STUDIES**

Locate objects and places in familiar environments.

17.A.ECa





**SOCIAL STUDIES**

Express beginning geographic thinking.

17.A.ECb



**SOCIAL STUDIES**

Recognize similarities and differences in people.

18.A.ECa



**SOCIAL STUDIES**

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

18.B.ECa



**PHYSICAL DEVELOPMENT AND HEALTH**

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

19.A.ECa



**PHYSICAL DEVELOPMENT AND HEALTH**

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

19.A.ECb



**PHYSICAL DEVELOPMENT AND HEALTH**

Use strength and control to accomplish tasks.

19.A.ECc



**PHYSICAL DEVELOPMENT AND HEALTH**

Use eye-hand coordination to perform tasks.

19.A.ECd



**PHYSICAL DEVELOPMENT AND HEALTH**

Use writing and drawing tools with some control.

19.A.ECe



○ **PHYSICAL DEVELOPMENT AND HEALTH**

Coordinate movements to perform complex tasks.

19.B.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Demonstrate body awareness when moving in different spaces.

19.B.ECb

○ **PHYSICAL DEVELOPMENT AND HEALTH**

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

19.B.ECc

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Follow simple safety rules while participating in activities.

19.C.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Participate in activities to enhance physical fitness.

20.A.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Exhibit increased levels of physical activity.

20.A.ECb

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Follow rules and procedures when participating in group physical activities.

21.A.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Follow directions, with occasional adult reminders, during group activities.

21.A.ECb



○ **PHYSICAL DEVELOPMENT AND HEALTH**

Demonstrate ability to cooperate with others during group physical activities.

21.B.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Identify simple practices that promote healthy living and prevent illness.

22.A.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Demonstrate personal care and hygiene skills, with adult reminders.

22.A.ECb

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Identify and follow basic safety rules.

22.A.ECc

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Identify body parts and their functions.

23.A.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Identify examples of healthy habits.

23.B.ECa

○ **PHYSICAL DEVELOPMENT AND HEALTH**

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

23.B.ECb

○ **PHYSICAL DEVELOPMENT AND HEALTH**

Participate in activities to learn to avoid dangerous situations.

24.C.ECa



THE ARTS

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

25.A.ECa

THE ARTS

Drama: Begin to appreciate and participate in dramatic activities.

25.A.ECb

THE ARTS

Music: Begin to appreciate and participate in music activities.

25.A.ECc

THE ARTS

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

25.A.ECd

THE ARTS

Describe or respond to their creative work or the creative work of others.

25.B.ECa

THE ARTS

Use creative arts as an avenue for self-expression.

26.B.ECa

ELL HOME LANGUAGE DEVELOPMENT

May demonstrate progress and mastery of benchmarks through home language.

28.A.ECa

ELL HOME LANGUAGE DEVELOPMENT

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

28.A.ECb



ELL HOME LANGUAGE DEVELOPMENT

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

28.A.ECc

ELL HOME LANGUAGE DEVELOPMENT

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

29.A.ECa

ELL HOME LANGUAGE DEVELOPMENT

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

29.A.ECb

ELL HOME LANGUAGE DEVELOPMENT

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

29.A.ECc

SOCIAL/EMOTIONAL DEVELOPMENT

Recognize and label basic emotions.

30.A.ECa

SOCIAL/EMOTIONAL DEVELOPMENT

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

30.A.ECb

SOCIAL/EMOTIONAL DEVELOPMENT

Express feelings that are appropriate to the situation.

30.A.ECc

SOCIAL/EMOTIONAL DEVELOPMENT

Begin to understand and follow rules.

30.A.ECd



**SOCIAL/EMOTIONAL DEVELOPMENT**

Use materials with purpose, safety, and respect.

30.A.ECe

**SOCIAL/EMOTIONAL DEVELOPMENT**

Begin to understand the consequences of his or her behavior.

30.A.ECf

**SOCIAL/EMOTIONAL DEVELOPMENT**

Describe self using several basic characteristics.

30.B.ECa

**SOCIAL/EMOTIONAL DEVELOPMENT**

Exhibit eagerness and curiosity as a learner.

30.C.ECa

**SOCIAL/EMOTIONAL DEVELOPMENT**

Demonstrate persistence and creativity in seeking solutions to problems.

30.C.ECb

**SOCIAL/EMOTIONAL DEVELOPMENT**

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

30.C.ECc

**SOCIAL/EMOTIONAL DEVELOPMENT**

Demonstrate engagement and sustained attention in activities.

30.C.ECd

**SOCIAL/EMOTIONAL DEVELOPMENT**

Show empathy, sympathy, and caring for others.

31.A.ECa



**SOCIAL/EMOTIONAL DEVELOPMENT**

Recognize the feelings and perspectives of others.

31.A.ECb

**SOCIAL/EMOTIONAL DEVELOPMENT**

Interact easily with familiar adults.

31.A.ECc

**SOCIAL/EMOTIONAL DEVELOPMENT**

Demonstrate attachment to familiar adults.

31.A.ECd

**SOCIAL/EMOTIONAL DEVELOPMENT**

Develop positive relationships with peers.

31.A.ECe

**SOCIAL/EMOTIONAL DEVELOPMENT**

Interact verbally and nonverbally with other children.

31.B.ECa

**SOCIAL/EMOTIONAL DEVELOPMENT**

Engage in cooperative group play.

31.B.ECb

**SOCIAL/EMOTIONAL DEVELOPMENT**

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

31.B.ECc

**SOCIAL/EMOTIONAL DEVELOPMENT**

Begin to share materials and experiences and take turns.

31.C.ECa



**SOCIAL/EMOTIONAL DEVELOPMENT**

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

31.C.ECb

**SOCIAL/EMOTIONAL DEVELOPMENT**

Seek adult help when needed to resolve conflict.

31.C.ECc

**SOCIAL/EMOTIONAL DEVELOPMENT**

Participate in discussions about why rules exist.

32.A.ECa

**SOCIAL/EMOTIONAL DEVELOPMENT**

Follow rules and make good choices about behavior.

32.A.ECb

**SOCIAL/EMOTIONAL DEVELOPMENT**

Participate in discussions about finding alternative solutions to problems.

32.B.ECa

