



# Benchmark Quick Reference

## Language Arts

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

Respond appropriately to questions from others.

Provide comments relevant to the context.

Identify emotions from facial expressions and body language.

Use language for a variety of purposes.

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.

Continue a conversation through two or more exchanges.

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

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

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

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

Understand and use question words in speaking.

With teacher assistance, begin to use increasingly complex sentences.

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

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

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

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

Engage in book-sharing experiences with purpose and understanding.

Look at books independently, pretending to read.

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

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

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

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

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

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

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

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

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

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

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

Recognize the differences between print and pictures.

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

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

Understand that words are separated by spaces in print.

Recognize that letters are grouped to form words.

Differentiate letters from numerals.

With teacher assistance, recite the alphabet.

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

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

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

Recognize that sentences are made up of separate words.

With teacher assistance, recognize and match words that rhyme.

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

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

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

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

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

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

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

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

Experiment with writing tools and materials.

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

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

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

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.

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

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

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

## Mathematics

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

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.

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

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

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

Verbally recite numbers from 1 to 10.

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...?"

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

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

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

Informally solve simple mathematical problems presented in a meaningful context.

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

Estimate number of objects in a small set.

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

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

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

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

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

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

Practice estimating in everyday play and everyday measurement problems.

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

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

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

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

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

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

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

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

Combine two-dimensional shapes to create new shapes.

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

Show understanding of location and ordinal position.

Use appropriate vocabulary for identifying location and ordinal position.

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

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

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

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

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



## Science

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

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

Plan and carry out simple investigations.

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

Use mathematical and computational thinking.

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

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

Observe, investigate, describe, and categorize living things.

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

Describe and compare basic needs of living things.

Show respect for living things.

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

Experiment with changes in matter when combined with other substances.

Describe the effects of forces in nature.

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

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

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

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

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

Use nonstandard and standard scientific tools for investigation.

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



## Social Studies

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

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

Participate in voting as a way of making choices.

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

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

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

Discuss why people work.

Understand that some resources and money are limited.

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

Recall information about the immediate past.

Develop a basic awareness of self as an individual.

Locate objects and places in familiar environments.

Express beginning geographic thinking.

Recognize similarities and differences in people.

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



## Physical Development and Health

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

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

Use strength and control to accomplish tasks.

Use eye-hand coordination to perform tasks.

Use writing and drawing tools with some control.

Coordinate movements to perform complex tasks.

Demonstrate body awareness when moving in different spaces.

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

Follow simple safety rules while participating in activities.

Participate in activities to enhance physical fitness.

Exhibit increased levels of physical activity.

Follow rules and procedures when participating in group physical activities.

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

Demonstrate ability to cooperate with others during group physical activities.

Identify simple practices that promote healthy living and prevent illness.

Demonstrate personal care and hygiene skills, with adult reminders.

Identify and follow basic safety rules.

Identify body parts and their functions.

Identify examples of healthy habits.

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

Participate in activities to learn to avoid dangerous situations.



## The Arts

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

**Drama:** Begin to appreciate and participate in dramatic activities.

**Music:** Begin to appreciate and participate in music activities.

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

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

Use creative arts as an avenue for self-expression.



## English Language Learner Home Language Development

May demonstrate progress and mastery of benchmarks through home language.

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

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

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

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

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



## Social/Emotional Development

Recognize and label basic emotions.

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

Express feelings that are appropriate to the situation.

Begin to understand and follow rules.

Use materials with purpose, safety, and respect.

Begin to understand the consequences of his or her behavior.

Describe self using several basic characteristics.

Exhibit eagerness and curiosity as a learner.

Demonstrate persistence and creativity in seeking solutions to problems.

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

Demonstrate engagement and sustained attention in activities.

Show empathy, sympathy, and caring for others.

Recognize the feelings and perspectives of others.

Interact easily with familiar adults.

Demonstrate attachment to familiar adults.

Develop positive relationships with peers.

Interact verbally and nonverbally with other children.

Engage in cooperative group play.

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

Begin to share materials and experiences and take turns.

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

Seek adult help when needed to resolve conflict.

Participate in discussions about why rules exist.

Follow rules and make good choices about behavior.

Participate in discussions about finding alternative solutions to problems.