

Illinois State Board of Education:

Division of Early Childhood Education

"I'm delighted that kindergarten teachers throughout Illinois will have this set of standards to guide their teaching. Standards are tools to help teachers plan curriculum, set goals, and evaluate themselves and their children. Used wisely and sensitively, the standards will have a positive effect on teaching and learning in kindergarten classrooms. The challenge facing all of us is to apply these standards in an individualized way and in a manner that will create opportunities for all children to succeed."

Samuel J. Meisels, Erikson Institute

## Table of Contents

Introduction
Guiding Principlesi
Design for Performance Standardsi
How to Navigate
Language Arts
Mathematics
Science
Social Science
Physical Development and Health5 Kindergarten Standards Index & References
Fine Arts7 Kindergarten Standards Index & References
Foreign Language7' Kindergarten Standards Index & References
Social/Emotional Development
Kindergarten Benchmark Index Ages 5-6v
Early Learning Benchmark Listing Ages 3-5x
Project Team and Field Test Participantsback cove



The Illinois Early Learning Standards Kindergarten, developed by the Illinois State Board of Education with the assistance of hundreds of educators, were first introduced in draft form in September 2004. Among those playing a major role in formulating the draft standards were the Chicago Public Schools, Dallas City School District, Decatur Public Schools, Regional Office of Education #27, Indian Prairie School District, and Rockford Public School District.

"Standards are an essential first step for designing effective curricula since they represent an agreed upon agenda for teaching and learning. The Illinois Early Learning Standards Kindergarten are excellent because they recognize the interconnectedness of emotional, social, cognitive, and physical development and learning—the whole child. Like all good standards, they should be used as the base for reflective teachers as they create learning experiences that build on what children already know and capture their interest in learning."

**Barbara Bowman** *President Emeritus Erikson Institute* 

Since publication of the draft, hundreds of educators and parents, and a wide array of national, state and local experts, have commented on the standards. This final draft of the Illinois Early Learning Standards Kindergarten is a synthesis of their many views.

The standards are organized to parallel in content the Illinois Learning Standards. Included are benchmarks for learning in Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, Foreign Language, and Social/Emotional Development.

The goal of the standards is to provide teachers and caregivers useful information that is directly needed as part of their daily classroom work. For those who are interested, the complete Illinois Learning Standards may be found on the Illinois State Board of Education web site, www.isbe.net.

ISBE acknowledges with great thanks the very thoughtful and knowledgeable comments that have helped shape these standards. A list of contributing school districts and early childhood programs appears on the back of this document. There is no doubt that without this assistance, the standards would not exist today.

#### **Kay Henderson**

Division Administrator Early Childhood Education Illinois State Board of Education



## Early learning and development are multi-dimensional; developmental domains are highly interrelated.

Development in one domain influences development in other domains. For example, children's language skills affect their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation from each other. The dynamic interaction of all areas of development must be considered. Standards and benchmarks listed for each domain could also be cited in different domains.

#### Young children are capable and competent.

All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds and experience.

#### Children are individuals who develop at different rates.

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff members to adapt expectations for individual children or adapt experiences so that children can be successful in achieving a particular benchmark.

## Children will exhibit a range of skills and competencies in any domain of development.

All children within an age group should not be expected to arrive at each benchmark at the same time or to show mastery to the same degree of proficiency.

## Knowledge of how children grow and develop, together with expectations that are consistent with growth patterns, are essential to develop, implement and maximize the benefits of educational experiences for children.

Kindergarten teachers must agree on what they expect children to know and be able to do within the context of child growth and development. With this knowledge, kindergarten staff can make sound decisions about appropriate curriculum for the group and for individual children.

### Young children learn through active exploration of their environment in child-initiated and teacher-selected activities.

Kindergarten educators recognize that children's play is a highly supportive context for development and learning. The early childhood environment should provide opportunities for children to explore materials, engage in activities and interact with peers and adults to construct their own understanding of the world around them. There should, therefore, be a balance of child-initiated and teacher-initiated activities to maximize learning.

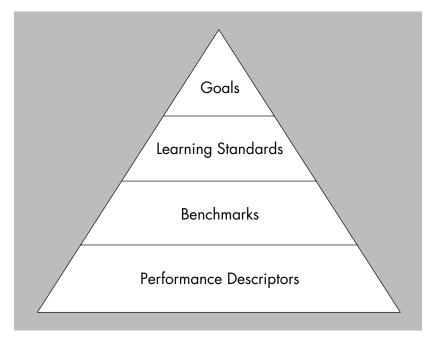
#### Families are the primary caregivers and educators of young children.

Families should be aware of programmatic goals, experiences that should be provided for children and expectations for their performance by the end of the kindergarten year. Program staff members and families should work collaboratively to ensure that children are provided optimal learning experiences.

Adapted from Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs

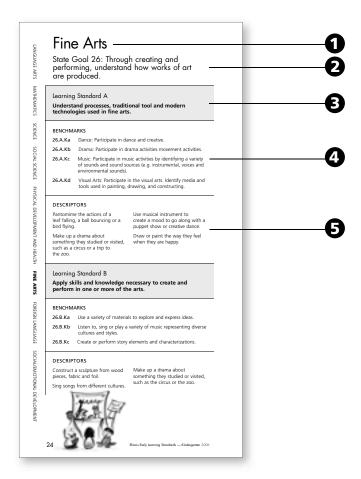
# Design for Performance Standards

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning and provide additional detail at each grade level.



New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

## How To Navigate



- Subject or Learning Area
  is listed at the top of each page.
  There are 8 learning areas
  comprising eight sections of
  the book.
- 2. State Goal provides an overview of the subject or learning area. Goals are the most general statements about learning. The state goals are consistent for all grade levels, prekindergarten through high school.
- 3. Learning Standards are aligned under each goal and define what students should know and be able to do. Like the state goals, the learning standard remains the same for all grade levels, prekindergarten through high school.
- 4. Benchmarks provide teachers an objective means of evaluating a student's progress. The benchmarks are unique to kindergarten children, just as the Illinois Early Learning Standards are unique to preschool children, and the Illinois Learning Standards unique to children older than kindergarten.
- **5. Descriptors** are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students.

"I have found these standards to be very appropriate & easy to coordinate with my current curriculum. I have passed them on to the other kindergarten teachers in my district & my curriculum director. Thank you so much for establishing these to help preserve what kindergarten is supposed to be."

"I am so glad that we have these standards since we don't have a specific curriculum. It's great to have these guidelines."



"I think posting the standards by students' work is a great idea. It has to be good for our credibility as professionals -- sometimes others in the building see what we do as unimportant -- "just play" -- but we have a lot going on with every activity."

"I used the book of Early Learning Standards when I was being observed by my Principal. I was able to give her all the benchmarks that went with everything that I taught. It is really helpful. Also, again, it made me more aware of what I am teaching that goes with the State Goals."



"The standards are ideal for rookies and veterans who have moved to kindergarten as to what they should strive to help a typical kindergartner achieve."

## Language Arts

State Goal 1: Read with understanding and fluency.

#### Learning Standard A

Apply word analysis and vocabulary skills to comprehend selections.

#### **BENCHMARKS**

- 1.A.Ka Understand that pictures and symbols have meaning and that print carries a message.
- 1.A.Kb Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).
- 1.A.Kc Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).
- 1.A.Kd Demonstrate phonological awareness (i.e., rhymes and alliterations).
- 1.A.Ke Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).
- 1.A.Kf Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).
- 1.A.Kg Read one syllable and high frequency words.

#### **DESCRIPTORS**

Retell a story pointing to words in a book.

Understand that printed materials provide information.

Identify the front cover, back cover, and title page of a book.

Follow words from left to right and from top to bottom on the printed page.

Recognize that sentences in print are made up of separate words.

Distinguish letters from words.

Say rhyming words in response to an oral prompt.

Recognize a series of words that have the same beginning sound.

Blend sounds orally to form words.

Segment words heard orally into separate sounds.

Orally manipulate phonemes in words by omitting, adding and substituting sounds to form new words (e.g., man, can, and Dan).

Blend consonant-vowel-consonant sounds aloud to make words.

Recognize and name all capital and lowercase letters of the alphabet.

Read high frequency words by sight.



## Language Arts

State Goal 1: Read with understanding and fluency. (continued)

#### Learning Standard B

Apply reading strategies to improve understanding and fluency.

#### **BENCHMARKS**

1.B.Ka Make predictions based on cover, title, and pictures.

1.B.Kb Connect text to prior experiences and knowledge.

1.B.Kc Engage in shared/independent reading of familiar

predictable text.

#### **DESCRIPTORS**

Use pictures and text to make predictions about what will happen next.

Participate in reading of familiar text.

Read a familiar text independently.

Relate text to personal experiences.

#### Learning Standard C

Comprehend a broad range of reading materials.

#### **BENCHMARKS**

1.C.Ka Retell information from a story.

1.C.Kb Respond to simple questions about reading.

1.C.Kc Compare/contrast a variety of literary works.

1.C.Kd Demonstrate understanding that different text forms

are used for different purposes.

1.C.Ke Demonstrate understanding of literal meaning of

stories by making comments.

#### **DESCRIPTORS**

Dramatize, retell, or dictate what has been learned.

Respond appropriately to questions about the text.

Compare and contrast a variety of literary works (e.g., fiction and non-fiction stories, poetry, and nursery rhymes).

Recognize the style of various authors/illustrators.

Describe the similarities and differences among multiple versions of the same story.

Identify the use of different text forms, such as magazines, notes, lists, letters, and storybooks.



### State Goal 2: Read and understand literature representative of various societies, eras, and ideas.

#### Learning Standard A

Understand how literary elements and techniques are used to convey meaning.

#### **BENCHMARKS**

2.A.K Understand the structure of a story.

#### **DESCRIPTORS**

Discuss and draw pictures to portray characters, settings, and events in stories.

#### Learning Standard B

Read and interpret a variety of literary works.

#### BENCHMARKS

- Recognize narrative, informational texts and rhymes. 2.B.Ka
- 2.B.Kb Show independent interest in and knowledge about books and reading.
- 2.B.Kc Comprehend and respond to fiction and non-fiction.

#### **DESCRIPTORS**

Investigate picture books, nursery rhymes, fairy tales, poems, legends, etc.

Take initiative to self-select books. Distinguish between fiction and non-fiction.



## Language Arts

State Goal 3: Write to communicate for a variety of purposes.

#### Learning Standard A

Use correct grammar, spelling, punctuation, capitalization, and structure.

#### **BENCHMARKS**

3.A.Ka Write upper and lowercase letters.

3.A.Kb Write words based on how they sound, using initial

consonants and some ending sounds.

3.A.Kc Begin to write simple sentences.

#### **DESCRIPTORS**

Write first and last name using correct upper and lowercase letters.

Use developmental spelling to construct words.

Use developmental spelling to construct sentences of three or more words.

Experiment with basic components of writing (e.g., capital letters, punctuation, and directionality).

#### Learning Standard B

Compose well-organized and coherent writing for specific purposes and audiences.

#### **BENCHMARKS**

3.B.K Represent stories through pictures, dictation, written words, and play.

#### **DESCRIPTORS**

Use various approaches to write a story (e.g., pictures, scribbles, and letter approximations).

Attempt to write text that is related to the picture.

#### Learning Standard C

Communicate ideas in writing to accomplish a variety of purposes.



#### **BENCHMARKS**

Use drawing and writing to convey meaning and provide information.

#### **DESCRIPTORS**

Experiment with different forms of writing (e.g., lists, notes, stories, notes, and letters).

## State Goal 4: Listen and speak effectively in a variety of situations.

#### Learning Standard A

Listen effectively in formal and informal situations.

#### **BENCHMARKS**

4.A.Ka Listen attentively to stories read aloud.

4.A.Kb Follow 2-3 step directions accurately.

4.A.Kc Respond appropriately to information and ideas conveyed orally.

#### **DESCRIPTORS**

Show interest in listening to and discussing storybooks.

Ask and answer questions related to the story or topic.

Complete a 2-3 step task based on oral instruction.

Relate response to personal experiences.

Make statements related to the discussion topic, as appropriate.



## Language Arts

State Goal 4: Listen and speak effectively in a variety of situations. (continued)

#### Learning Standard B

Speak effectively using language appropriate to the situation and the audience.

#### **BENCHMARKS**

4.B.Ka Use language to communicate needs and wants.

4.B.Kb Use expanded language and vocabulary for a variety

of purposes.

4.B.Kc Explain past events with accurate detail.

#### **DESCRIPTORS**

Recall recent events. Attempt to use new vocabulary.

Relay needs with appropriate language.

Convey events in logical order.

Respond using complete sentences.

### State Goal 5: Use the language arts to acquire, assess, and communicate information.

#### Learning Standard A

Locate, organize and use information from various sources to answer questions, solve problems, and communicate ideas.

#### **BENCHMARKS**

5.A.K Seek answers to questions through active exploration.

#### **DESCRIPTORS**

Begin to brainstorm to gather information.

Discuss prior knowledge of topic.

Use learning aids (e.g., KWL, webs, graphic organizers, and technology).



#### Learning Standard B

Analyze and evaluate information acquired from various sources.

#### **BENCHMARKS**

5.B.K Relate prior knowledge to new information.

#### **DESCRIPTORS**

Relate what is heard in books or classroom discussions to personal experiences.

#### Learning Standard C

Apply acquired information concepts and ideas to communicate in a variety of formats.

#### **BENCHMARKS**

5.C.K Use discussion, drawing, writing, or other means to communicate new information learned.

#### **DESCRIPTORS**

Communicate information through graphic aids or developmental writing.

Maintain focus when communicating ideas.

#### **NOTES**



## References: Language Arts

#### BENCHMARK 1.A.Ka

Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children. (1998). Young Children, 53 (4), 30-46.

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

#### BENCHMARK 1.A.Kb

Early Childhood-Head Start Task Force: U.S. Department of Education. (2002). Teaching our youngest: A guide for preschool teachers and child care and family providers. Washington, DC: U.S. Department of Education, U.S. Department of Health and Human Services.

http://www.ed.gov/teachers/how/early/teachingouryoungest/page\_pg9. html#books

http://www.ed.gov/teachers/how/early/teachingouryoungest/teachingour youngest.pdf

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

#### BENCHMARK 1.A.Kc

Early Childhood-Head Start Task Force: U.S. Department of Education. (2002). Teaching our youngest: A guide for preschool teachers and child care and family providers. Washington, DC: U.S. Department of Education, U.S. Department of Health and Human Services.

http://www.ed.gov/teachers/how/early/teachingouryoungest/page\_pg9. html#books

http://www.ed.gov/teachers/how/early/teachingouryoungest/ teachingouryoungest.pdf



Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children. (1998). Young Children, 53(4), 30-46.

#### BENCHMARK 1.A.Kd

Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children. (1998). Young Children, 53(4), 30-46.

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

#### BENCHMARK 1.A.Ke

Sensenbaugh, Roger. (1996). Phonemic awareness: An important early step in learning to read. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication.

http://reading.indiana.edu/www/indexdb.html

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

#### BENCHMARK 1.A.Kf

Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children. (1998). Young Children, 53(4), 30-46.

Johnson, C. Denise. (2003). The role of child development and social interaction in the selection of children's literature to promote literacy acquisition. Early Childhood Research & Practice, 5(2).

http://ecrp.uiuc.edu/v5n2/johnson.html



#### BENCHMARK 1.A.Kg

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

Johnson, C. Denise. (2003). The role of child development and social interaction in the selection of children's literature to promote literacy acquisition. Early Childhood Research & Practice, 5(2).

http://ecrp.uiuc.edu/v5n2/johnson.html

#### BENCHMARK 1.B.Ka

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_ guides/k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader\_K-3.pdf

#### BENCHMARK 1.B.Kb

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_ guides/k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader\_K-3.pdf



#### BENCHMARK 1.B.Kc

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

Shapiro, Jon; Anderson, Jim; & Anderson, Ann. (2002). Storybook reading: What we know and what we should consider. In Olivia N. Saracho & Bernard Spodek (Eds.), Contemporary perspectives in early childhood education: Vol. 2. Contemporary perspectives in literacy in early childhood education (pp. 77-97). Greenwich, CT: Information Age.

#### BENCHMARK 1.C.Ka

Morrow, Lesley Mandel. (1997). Literacy development in the early years: Helping children read and write (3rd ed.). Boston: Allyn & Bacon.

Novick, Rebecca. (1998). Learning to read and write: A place to start. Portland, OR: Northwest Regional Educational Laboratory.

http://www.nwrel.org/cfc/publications/pdf/read&write.pdf

#### BENCHMARK 1.C.Kh

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). Put reading first: The research building blocks for teaching children to read. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf

Wasik, Barbara A.; Bond, Mary Alice; & Hindman, Annemarie. (2002). Creating opportunities for discourse: Language and literacy development in economically disadvantaged children. In Olivia N. Saracho & Bernard Spodek (Eds.), Contemporary perspectives in early childhood education: Vol. 2. Contemporary perspectives in literacy in early childhood education (pp. 53-76). Greenwich, CT: Information Age.

#### BENCHMARK 1.C.Kc

Spodek, Bernard, & Saracho, Olivia N. (1994). Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_guides/ k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader\_K-3.pdf

#### BENCHMARK 1.C.Kd

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). Starting out right: A guide to promoting children's reading success. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

Lin, Chia-Hui. (2001). Early literacy instruction: Research applications in the classrooms. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication.

http://www.ericdigests.org/2002-3/early.htm

#### BENCHMARK 1.C.Ke

Morrow, Lesley Mandel. (1997). Literacy development in the early years: Helping children read and write (3rd ed.). Boston: Allyn & Bacon.

Pikulski, John J., & Cooper, J. David. (1997). Issues in literacy development. Boston: Houghton-Mifflin.

http://www.eduplace.com/rdg/res/literacy

http://www.eduplace.com/rdg/res/literacy/lit\_ins3.html

#### BENCHMARK 2.A.K

Gunn, Barbara K.; Simmons, Deborah C.; & Kameenui, Edward J. (1995). Emergent literacy: Synthesis of the research. Eugene, OR: National Center to Improve the Tools of Educators.

http://idea.uoregon.edu/~ncite/documents/techrep/tech19.html

Novick, Rebecca. (1998). Learning to read and write: A place to start. Portland, OR: Northwest Regional Educational Laboratory.

http://www.nwrel.org/cfc/publications/pdf/read&write.pdf

#### BENCHMARK 2.B.Ka

New Standards Primary Literacy Committee. (1999). Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade. Washington, DC: New Standards.



Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_guides/ k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader K-3.pdf

#### BENCHMARK 2.B.Kb

Shapiro, Jon; Anderson, Jim; & Anderson, Ann. (2002). Storybook reading: What we know and what we should consider. In Olivia N. Saracho & Bernard Spodek (Eds.), Contemporary perspectives in early childhood education: Vol. 2. Contemporary perspectives in literacy in early childhood education (pp. 77-97). Greenwich, CT: Information Age.

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html

#### BENCHMARK 2.B.Kc

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_guides/ k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader\_K-3.pdf



#### BENCHMARK 3.A.Ka

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

Armbruster, Bonnie B.; Lehr, Fran; & Osborn, Jean. (2003). A child becomes a reader: Kindergarten through grade 3. Portsmouth, NH: RMC Research Corporation.

http://www.nifl.gov/partnershipforreading/publications/html/parent\_guides/ k-3.html

http://www.nifl.gov/partnershipforreading/publications/pdf/low\_res\_child\_ reader\_K-3.pdf

#### BENCHMARK 3.A.Kb

Novick, Rebecca. (1998). Learning to read and write: A place to start. Portland, OR: Northwest Regional Educational Laboratory.

http://www.nwrel.org/cfc/publications/pdf/read&write.pdf

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html http://www.nap.edu/books/030906418X/html/

#### BENCHMARK 3.A.Kc

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/



FINE ARTS

Sulzby, Elizabeth; Barnhart, June; & Hieshima, Joyce. (1989). Forms of writing and rereading from writing: A preliminary report. Berkeley, CA: National Center for the Study of Writing and Literacy.

http://www.writingproject.org/cs/nwpp/print/nwpr/606

http://www.writingproject.org/cs/nwpp/download/nwp\_file/68/TR20.pdf? x-r=pcfile\_d

#### BENCHMARK 3.B.K

Novick, Rebecca. (1998). *Learning to read and write: A place to start*. Portland, OR: Northwest Regional Educational Laboratory.

http://www.nwrel.org/cfc/publications/pdf/read&write.pdf

Fisher, Bobbi. (1991). Reading and writing in a kindergarten classroom. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication.

http://reading.indiana.edu/ieo/digests/d63.html

#### BENCHMARK 3.C.K

Katz, Lilian G., & Chard, Sylvia C. (2000). *Engaging children's minds: The project approach* (2nd ed.). Stamford, CT: Ablex.

New, Rebecca S. (1993). *Reggio Emilia: Some lessons for U.S. educators*. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/1993/new93.html

#### BENCHMARK 4.A.Ka

Bowman, Barbara T.; Donovan, M. Suzanne; & Burns, M. Susan (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309068363/html/

Jalongo, Mary Renck. (1996). Teaching young children to become better listeners. *Young Children*, 51(2), 21-26.



#### BENCHMARK 4.A.Kb

Brewster, Cori, & Railsback, Jennifer. (2002). Full-day kindergarten: Exploring an option for extended learning. Portland, OR: Northwest Regional Educational Laboratory.

http://www.nwrel.org/request/dec2002/kindergarten.pdf

Jalongo, Mary Renck. (1996). Teaching young children to become better listeners. Young Children, 51(2), 21-26.

#### BENCHMARK 4.A.Kc

Snow, Catherine E.; Burns, M. Susan; & Griffin, Peg (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; Commission on Behavioral and Social Sciences and Education; National Research Council. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

http://darwin.nap.edu/books/030906418X/html

http://www.nap.edu/books/030906418X/html/

Wasik, Barbara A.; Bond, Mary Alice; & Hindman, Annemarie. (2002). Creating opportunities for discourse: Language and literacy development in economically disadvantaged children. In Olivia N. Saracho & Bernard Spodek (Eds.), Contemporary perspectives in literacy in early childhood education: Vol. 2. Contemporary perspectives in literacy in early childhood education (pp. 53-76). Greenwich, CT: Information Age.

#### BENCHMARK 4.B.Ka

American Speech-Language-Hearing Association. (no date). Back to school: Language and learning.

http://www.asha.org/about/news/tipsheets/language\_and\_learning.htm

Gunn, Barbara K.; Simmons, Deborah C.; & Kameenui, Edward J. (1995). Emergent literacy: Synthesis of the research. Eugene, OR: National Center to Improve the Tools of Educators.

http://idea.uoregon.edu/~ncite/documents/techrep/tech19.html



#### BENCHMARK 4.B.Kb

Dickinson, David K., & Tabors, Patton O. (2002). Fostering language and literacy in classrooms and homes. *Young Children*, 52(2), 10-18.

Burns, M. Susan; Griffin, Peg; & Snow, Catherine E. (Eds.); Committee on the Prevention of Reading Difficulties in Young Children; National Research Council. (1999). *Starting out right: A guide to promoting children's reading success*. Washington, DC: National Academy Press.

http://fermat.nap.edu/books/0309064104/html/index.html

http://www.nap.edu/readingroom/books/sor/sor-3.htm

#### BENCHMARK 4.B.Kc

Nelson, Katherine, & Fivush, Robyn. (2004). The emergence of autobiographical memory: A social cultural developmental theory. *Psychological Review*, 111(2), 486-511.

Reese, Elaine, & Brown, Nicola. (2000). Reminiscing and recounting in the preschool years. *Applied Cognitive Psychology*, 14(1), 1-17.

#### BENCHMARK 5.A.K

Bredekamp, S., Knuth, R. A., Kunesh, L. G., & Shulman, D. D. (1992). What does research say about early childhood education? Oak Brook, IL: North Central Regional Educational Laboratory (NCREL).

http://www.ncrel.org/sdrs/areas/stw\_esys/5erly\_ch.htm

Katz, Lilian G., & Chard, Sylvia C. (2000). *Engaging children's minds: The project approach* (2nd ed.). Stamford, CT: Ablex.

#### BENCHMARK 5.B.K

National Reading Panel. (2000). *National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups.* Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health.

http://www.nichd.nih.gov/publications/nrp/report.pdf

Pang, Elizabeth S., & Kamil, Michael L. (2003). Second-language issues in early literacy and instruction (Publications Series #1). Stanford, CA: Stanford University.

http://www.temple.edu/lss/pdf/publications/pubs2004-1.pdf



#### BENCHMARK 5.C.K

Katz, Lilian G., & Chard, Sylvia C. (2000). Engaging children's minds: The project approach (2nd ed.). Stamford, CT: Ablex.

New, Rebecca S. (1993). Reggio Emilia: Some lessons for U.S. educators. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/1993/new93.html

**NOTES** 



## **Mathematics**

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns ratios, and proportion.

#### Learning Standard A

Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

#### **BENCHMARKS**

6.A.Ka Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals.

6.A.Kb Count with understanding and recognize "how many" in sets of objects.

#### **DESCRIPTORS**

Identify numerals out of sequence through 20.

Count forward from 1-100.

Count forward from any number in the range of 1-20 (e.g., start at 9 and count to 15).

Match the correct numeral with sets up to ten.

#### Learning Standard B

Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, and division) and their properties, algorithms, and relationships.

#### **BENCHMARKS**

6.B.Ka Solve simple math problems mentally, or by using objects, drawing pictures, etc.

Represent mathematical ideas with symbols, pictures, 6.B.Kb or objects.

6.B.Kc Talk about the thinking involved in solving mathematical problems.

#### **DESCRIPTORS**

Construct number sentences to match word problems.

Use objects, simple drawings, or symbols to represent mathematical ideas, such as how many pieces each child can have for snack.

Explain to others the solution of a math problem.



### **Mathematics**

State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns ratios, and proportion. (continued)

#### Learning Standard C

Compute and estimate using mental mathematics, paper-and-pencil methods, calculators, and computers.

#### **BENCHMARKS**

6.C.Ka Estimate number of objects in a set.

6.C.Kb Connect numbers to quantities they represent using

physical models and representations.

#### DESCRIPTORS

Make reasonable estimates of small quantities of objects.

Match the correct numeral to the number of objects.

#### Learning Standard D

Solve problems using comparison of quantities, ratios, proportions, and percents.

#### **BENCHMARKS**

6.D.K Make comparisons of quantities.

#### **DESCRIPTORS**

Demonstrate an understanding of more, less, and equal.



State Goal 7: Estimate, make and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy.

#### Learning Standard A

Measure and compare quantities, using appropriate units, instruments, and methods.

#### **BENCHMARKS**

7.A.Ka Demonstrate a beginning understanding of measurement using non-standard units.

7.A.Kb Construct a sense of time through participation in daily activities.

7.A.Kc Order, compare and describe objects by size, length, capacity, and weight.

#### **DESCRIPTORS**

Measure objects using non-standard units.

Construct and follow a daily schedule.

Compare and order objects according to measurable attributes.

#### Learning Standard B

Estimate measurements and determine acceptable levels of accuracy.

#### **BENCHMARKS**

7.B.Ka Use estimation skills in solving everyday measurement problems.

7.B.Kb Use common instruments for measuring during work or play.

#### DESCRIPTORS

Make reasonable estimates of the amount a container will hold

Estimate length using non-standard units of measurement.



### **Mathematics**

State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. (continued)

#### Learning Standard C

Select and use appropriate technology, instruments and formulas to solve problems, interpret results, and communicate findings.

#### **BENCHMARKS**

7.C.K Show increasing skill in using available tools for exploring and extending mathematical competence.

#### **DESCRIPTORS**

Select appropriate tools for measuring.

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

#### Learning Standard A

Describe numerical relationships using variables and patterns.

#### **BENCHMARKS**

Sort objects into groups and tell the rule or rationale 8.A.Ka for the groups.

Recognize, describe, translate, duplicate, create, and 8.A.Kb extend patterns in various formats.

#### **DESCRIPTORS**

Describe common and uncommon attributes (all, some, none) in a set.

Recognize, describe, and extend patterns such as sequences of sounds, motions, shapes, or simple numeric patterns, and translate from one representation to another (e.g., red-blue-redblue- translates to snap-clapsnap-clap).



State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results. (continued)

#### Learning Standard B

Interpret and describe numerical relationships using tables, graphs, and symbols.

#### **BENCHMARKS**

8.B.K Construct and explain a simple graph.

#### DESCRIPTORS

Make a graph on growth of seeds planted before vacation that are now small plants.

#### Learning Standard C

Solve problems using systems of numbers and their properties.

#### **BENCHMARKS**

8.C.K Investigate addition and subtraction using concrete objects.

#### **DESCRIPTORS**

Explore one-step addition and subtraction number sentences and word problems using objects such as pennies, counters, etc.



### **Mathematics**

State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results. (continued)

#### Learning Standard D

Use algebraic concepts and procedures to represent and solve problems.

#### **BENCHMARKS**

8.D.K Describe and compare qualitative change (e.g., student grows taller).

#### **DESCRIPTORS**

Notice that he has grown because he can see over the counter at the store this year.

State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes, and space.

#### Learning Standard A

Demonstrate and apply geometric concepts involving points, lines, planes, and space.

#### **BENCHMARKS**

9.A.Ka Recognize geometric shapes and structures in

the environment.

9.A.Kb Identify and name basic shapes.

Describe some attributes of two and three 9.A.Kc

dimensional shapes.

#### **DESCRIPTORS**

Create models of circles, squares, rectangles, and triangles.

Identify and name circle, square, triangle, and rectangle.

Describe characteristics of shapes (e.g., a triangle has three straight sides).



#### Learning Standard B

Identify, describe, classify and compare relationships using points, lines, planes, and solids.

#### **BENCHMARKS**

Show understanding of and use direction, location, and 9.B.K position words.

#### **DESCRIPTORS**

Explain the position of an object in relation to another object (e.g., inside/outside, behind/in front of, or under/above).

#### Learning Standard C

Construct convincing arguments and proofs to solve problems.

**BENCHMARKS** 

Not Applicable

Learning Standard D

Use trigonometric ratios and circular functions to solve problems.

**BENCHMARKS** 

Not Applicable



#### **Mathematics**

State Goal 10: Collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

#### Learning Standard A

Organize, describe, and make predictions from existing data.

#### **BENCHMARKS**

Represent data using concrete objects, pictures, 10.A.Ka and graphs.

10.A.Kb Study, compare, interpret, and analyze information presented in graph form.

Make reasonable predictions based on information 10.A.Kc gathered in graph form.

#### **DESCRIPTORS**

Organize, describe, and label simple data displays such as pictographs, tallies, tables, and bar graphs.

Compare numerical information derived from tables and graphs.

Compare information and make predictions from graphs made by the class.

#### Learning Standard B

Formulate questions, design data collection methods, gather and analyze data, and communicate findings.

#### **BENCHMARKS**

10.B.K Gather and analyze data about themselves or their environment.

#### **DESCRIPTORS**

Gather data to answer a simple question.

#### Learning Standard C

Determine, describe, and apply the probabilities of events.

#### **BENCHMARKS**

Not applicable





NOTES



FINE ARTS

# References: Mathematics

#### BENCHMARK 6.A.Ka

Spodek, Bernard, & Saracho, Olivia N. (1994). *Right from the start: Teaching children ages three to eight*. Needham Heights, MA: Allyn & Bacon.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

## BENCHMARK 6.A.Kb

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Donovan, M. Suzanne, & Bransford, John D. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Academies Press.

http://darwin.nap.edu/books/0309074339/html/

## BENCHMARK 6.B.Ka

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Donovan, M. Suzanne, & Bransford, John D. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom.* Washington, DC: National Academies Press.

http://darwin.nap.edu/books/0309074339/html/

#### BENCHMARK 6.B.Kh

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 6.B.Kc

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



#### BENCHMARK 6.C.Ka

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 6.C.Kb

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Greenberg, Polly. (1994). How and why to teach all aspects of preschool and kindergarten math naturally, democratically, and effectively (for teachers who don't believe in academic programs, who do believe in educational excellence, and who find math boring to the max)—part 2. Young Children, 49(2), 12-18.

#### BENCHMARK 6.D.K

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

### BENCHMARK 7.A.Ka

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Baroody, Arthur J. (1998). Fostering children's mathematical power: An investigative approach to k-8 mathematics instruction. London: Erlbaum.

### BENCHMARK 7.A.Kb

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 7.A.Kc

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Clements, Douglas H. (2004). Major themes and recommendations. In Douglas H. Clements & Julie Sarama (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education* (pp. 7-72). London: Erlbaum.



#### BENCHMARK 7.B.Ka

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 7.B.Kb

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Clements, Douglas H., & Stephan, Michelle. (2004). Measurement in pre-k to grade 2 mathematics. In Douglas H. Clements & Julie Sarama (Eds.), *Engaging young children in mathematics: Standards for early childhood mathematics education* (pp. 299-317). London: Erlbaum.

## BENCHMARK 7.C.K

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 8.A.Ka

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 8.A.Kb

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



#### BENCHMARK 8.A.Kb

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 8.B.K

Fuchs, Lynn S.; Fuchs, Douglas; & Karns, Kathy. (2001). Enhancing kindergartners' mathematical development: Effects of peer-assisted learning strategies. Elementary School Journal, 101(5), 495-510.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

## BENCHMARK 8.C.K

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

### BENCHMARK 8.D.K

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Taylor-Cox, Jennifer. (2003). Algebra in the early years? Yes! Young Children, 58(1), 14-21.

## BENCHMARK 9.A.Ka

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



## BENCHMARK 9.A.Kh

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

## BENCHMARK 9.A.Kc

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 9.B.K

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 10.A.Ka

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

National Association for the Education of Young Children. (2003). Early childhood mathematics: Promoting good beginnings. A joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Council for Teachers of Mathematics (NCTM).

http://www.naeyc.org/about/positions/pdf/psmath.pdf

### BENCHMARK 10.A.Kb

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Whitin, David J., & Whitin, Phyllis. (2003). Talk counts: Discussing graphs with young children. Teaching Children Mathematics, 10(3), 142-149.



### BENCHMARK 10.A.Kc

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Whitin, David J. (1997). Collecting data with young children. Young Children, 52(2), 28-33.

#### BENCHMARK 10.B.K

National Council of Teachers of Mathematics. (2000). Principles and standards for school mathematics. Weston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



# Science

State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

## Learning Standard A

Know and apply the concepts, principles and processes of scientific inquiry.

#### **BENCHMARKS**

- 11.A.Ka Use senses to explore and observe materials.
- 11.A.Kb Begin to develop questions on scientific topics, such as natural phenomena.
- 11.A.Kc Seek information through observation, exploration, and investigations.
- 11.A.Kd Collect, describe, compare and record information.

#### **DESCRIPTORS**

Take apart a flashlight to see what is inside.

Investigate phenomena observed, such as plants growing, the effect of pollination or change in the seasons.

Inspect an object and comment on its features (e.g., a bird's nest, a chrysalis, and a plant).

Become more accurate and precise when recording observations (e.g., counting the number of ridges on a shell or trying to use all of the senses when observing).

## Learning Standard B

Know and apply the concepts, principles and processes of technological design.

#### **BENCHMARKS**

- 11.B.Ka Use simple tools and equipment to enhance observation and gather data.
- Become familiar with the use of devices 11.B.Kb incorporating technology.

#### **DESCRIPTORS**

Collect information using a variety of tools.

Use technology to problem solve.



## Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

## Learning Standard A

Know and apply concepts that explain how living things function, adapt and change.

#### **BENCHMARKS**

- 12.A.Ka Observe, categorize, and describe characteristics, basic needs, and life cycles.
- Show an awareness of changes that occur in themselves 12.A.Kb and their environment.

#### **DESCRIPTORS**

Sort a collection into two categories: living things and non-living things.

Describe changes in nature throughout the year.

## Learning Standard B

Know and apply concepts that describe how living things interact with each other and with their environment.

#### **BENCHMARKS**

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

## **DESCRIPTORS**

Compare the needs of a variety of living things.



## Learning Standard C

Know and apply concepts that describe properties of matter and energy and the interactions between them.

#### **BENCHMARKS**

12.C.K Identify, describe, and compare properties of objects (e.g., size, shape, and color).

#### **DESCRIPTORS**

Describe similarities and differences among objects.

## Learning Standard D

Know and apply concepts that describe force and motion and the principles that explain them.

#### **BENCHMARKS**

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

#### **DESCRIPTORS**

Explore simple forces around us (e.g., wind, gravity, and magnetism).



## Science

State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. (continued)

## Learning Standard E

Know and apply concepts that describe the features and processes of the Earth and its resources.

#### **BENCHMARKS**

Begin to observe and describe simple seasonal and 12.E.Ka weather changes by using common weather-related vocabulary (e.g., rainy, snowy, sunny, and windy).

Understand the purpose of recycling. 12.E.Kb

12.E.Kc Explore and describe properties of rocks, soils, water, and air.

#### **DESCRIPTORS**

Name the four seasons and realize that they form a pattern.

Talk about weather being colder in winter than in summer or describe daily weather conditions appropriately in conversation.

#### DESCRIPTORS

Participate in recycling.

Describe the differences between solids and liquids.

#### Learning Standard F

Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it.

#### **BENCHMARKS**

Identify, observe and describe basic concepts associated 12.F.K with night/day and seasons.

#### **DESCRIPTORS**

Compare the characteristics of night and day.

Describe the different characteristics of the seasons.



## State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

## Learning Standard A

Know and apply the accepted practices of science.

#### **BENCHMARKS**

Begin to understand and use basic safety practices. 13.A.Ka

13.A.Kb Use observation skills to learn to document changes in science.

#### **DESCRIPTORS**

Practice appropriate safety procedures.

Observe various processes and hypothesize answers to "why" and "what" questions.

## Learning Standard B

Know and apply concepts that describe the interaction between science, technology and society.

#### **BENCHMARKS**

13.B.Ka Express curiosity and ask questions about their world.

13.B.Kb Recognize common scientific instruments.

13.B.Kc Form explanations and communicate scientific information.

13.B.Kd Begin to be aware of technology and how it affects

their lives.

13.B.Ke Begin to understand ways to reduce, reuse, and recycle materials.

#### DESCRIPTORS

Formulate questions about the environment.

Use scientific instruments to explore the environment (e.g., thermometer, balance, and computer).

Record scientific changes.

Identify technology (e.g., remote control, computer, and microwave).

Participate in separating paper and cans for trash collection.



NOTES

# References: Science

#### BENCHMARK 11.A.Ka

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Lowery, Lawrence F. (Ed.). (1997). NSTA pathways to the science standards: Guidelines for moving the vision into practice (Elementary School ed.). Arlington, VA: National Science Teachers Association.

#### BENCHMARK 11.A.Kb

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). Benchmarks for science literacy. London: Oxford University Press.

## BENCHMARK 11.A.Kc

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 11.A.Kd

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Lind, Karen K. (1998). Science in early childhood: Developing and acquiring fundamental concepts and skills. In American Association for the Advancement of Science, Dialogue on early childhood science, mathematics, and technology education. Washington, DC: American Association for the Advancement of Science/Project 2061.

http://www.project2061.org/publications/earlychild/online/experience/lind.htm



SOCIAL SCIENCE

## венснмакк 11.В.Ка

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 11.B.Kb

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Spodek, Bernard, & Saracho, Olivia N. (1994). Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.

## BENCHMARK 12.A.Ka

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). Benchmarks for science literacy. London: Oxford University Press.

## BENCHMARK 12.A.Kb

Holt, Bess-Gene. (1989). Science with young children (rev. ed.). Washington, DC: National Association for the Education of Young Children.

Charlesworth, Rosalind, & Lind, Karen K. (1999). Math and science for young children (3rd ed.). New York: Delmar.

## BENCHMARK 12.B.K

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Charlesworth, Rosalind, & Lind, Karen K. (1999). Math and science for young children (3rd ed.). New York: Delmar.

## BENCHMARK 12.C.K

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

Spodek, Bernard, & Saracho, Olivia N. (1994). Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.



**FINE ARTS** 

### BENCHMARK 12.D.K

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.

## BENCHMARK 12.E.Ka

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.

#### BENCHMARK 12.E.Kb

National Research Council. (1996). *National science education standards: Observe, interact, change, learn.* Washington, DC: National Academy Press.

Holt, Bess-Gene. (1989). *Science with young children* (rev. ed.). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 12.E.Kc

National Research Council. (1996). *National science education standards: Observe, interact, change, learn.* Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy.* London: Oxford University Press.

#### BENCHMARK 12.F.K

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). Benchmarks for science literacy. London: Oxford University Press.

#### BENCHMARK 13.A.Ka

National Research Council. (1996). *National science education standards: Observe, interact, change, learn.* Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.



## BENCHMARK 13.A.Kb

Holt, Bess-Gene. (1989). *Science with young children* (rev. ed.). Washington, DC: National Association for the Education of Young Children.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for Science Literacy.* London: Oxford University Press.

### BENCHMARK 13.B.Ka

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.

### BENCHMARK 13.B.Kb

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.

## BENCHMARK 13.B.Kc

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy.* London: Oxford University Press.

#### BENCHMARK 13.B.Kd

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for Science Literacy*. London: Oxford University Press.

## BENCHMARK 13.B.Ke

National Research Council. (1996). National science education standards: Observe, interact, change, learn. Washington, DC: National Academy Press.

American Association for the Advancement of Science (AAAS). (1993). *Benchmarks for science literacy*. London: Oxford University Press.



# Social Science

State Goal 14: Understand political systems, with the emphasis on the United States.

## Learning Standard A

Understand and explain basic principles of the United States government.

#### **BENCHMARKS**

14.A.Ka Recognize and demonstrate the reasons for rules.

14.A.Kb Demonstrate beginning awareness of city/town, state and country.

#### **DESCRIPTORS**

Explain class rules to a classmate.

Identify the American flag while riding a bus on a field trip.

## Learning Standard B

Understand the structures and functions of the political systems of Illinois, the United States and other nations.

#### **BENCHMARKS**

Not applicable

## Learning Standard C

Understand elections processes and responsibilities of citizens.

#### **BENCHMARKS**

Participate in voting as a way of making choices.

#### **DESCRIPTORS**

Participate in a classroom election.



46

# Social Science

State Goal 14: Understand political systems, with the emphasis on the United States. (continued)

## Learning Standard D

Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

#### **BENCHMARKS**

Show beginning understanding of what it means to 14.D.Ka be a leader.

14.D.Kb Develop an awareness of roles of leaders in their environment.

#### **DESCRIPTORS**

Talk with peers about the job of a person "in charge" during snack or circle time.

Take responsibility for classroom jobs.

## Learning Standard E

Understand United States foreign policy as it relates to other nations and international issues.

#### **BENCHMARKS**

Not Applicable

## Learning Standard F

Understand the development of United States political ideas and traditions.

#### **BENCHMARKS**

Not Applicable



## State Goal 15: Understand economic systems, with an emphasis on the United States.

## Learning Standard A

Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

#### **BENCHMARKS**

15.A.Ka Identify community workers and the services they provide.

15.A.Kb Describe some people's jobs and what is required to perform them.

#### DESCRIPTORS

Pretend to be a police officer, discussing why police officers are necessary and their many roles.

Pretend to be their own father or mother going to work outside the home and act out what they do at their jobs.

## Learning Standard B

Understand that scarcity necessitates choices by consumers.

#### **BENCHMARKS**

Become aware of the difference between needs 15.B.K and wants.

#### **DESCRIPTORS**

Identify and explain choices families make when they go shopping for food.

## Learning Standard C

Understand that scarcity necessitates choices by producers.

#### **BENCHMARKS**

Not Applicable



# Social Science

State Goal 15: Understand economic systems, with an emphasis on the United States. (continued)

## Learning Standard D

Understand trade as an exchange of goods and services.

#### **BENCHMARKS**

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

15.D.Kb Begin to understand how people rely on others for goods and services.

#### **DESCRIPTORS**

Realize that when they make a choice to stay in the art area to finish their collage, they give up their chance to go to another area.

Trade two pretzels for a friend's two crackers at snack time.

## Learning Standard E

Understand the impact of government policies and decisions on production and consumption in the economy.

## **BENCHMARKS**

Not Applicable

State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

## Learning Standard A

Apply the skills of historical analysis and interpretation.

#### **BENCHMARKS**

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

16.A.Kb Show some awareness of time and how the past influences people's lives.

Become aware of how people in different places have different experiences.



#### DESCRIPTORS

Draw and write in a journal about something that happened at school.

Recognize national figures who have made changes to our country (e.g., Martin L. King, Jr. and Abraham Lincoln).

Taste a snack that a classmate from another culture brings to school and explore its relationships to holidays and other special events.

## Learning Standard B

Understand the development of significant political events.

#### **BENCHMARKS**

Become aware of local and national holidays 16.B.K (e.g., Martin Luther King, Jr. Day, Veteran's Day, and 4th of July).

#### **DESCRIPTORS**

Explain to a classmate why we celebrate George Washington's birthday.

## Learning Standard C

Understand the development of economic systems.

#### **BENCHMARKS**

Not Applicable

## Learning Standard D

Understand Illinois, United States, and world social history.

#### **BENCHMARKS**

Not Applicable

## Learning Standard E

**Understand Illinois, United States and world** environmental history.

#### **BENCHMARKS**

Not Applicable



# Social Science

State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

## Learning Standard A

Locate, describe and explain places, regions and features on the Earth.

#### **BENCHMARKS**

17.A.Ka Locate objects and places in the community.

17.A.Kb Express beginning geographic thinking (e.g., maps

or models).

17.A.Kc Show beginning awareness of the relationships

between people and where they live.

#### **DESCRIPTORS**

Build a familiar street with blocks and position homes and buildings in proper order.

Follow a picture map to the treasure the teacher has hidden on the playground.

Talk about how long it takes to visit a relative in another state.

## Learning Standard B

Analyze and explain characteristics and interactions on the Earth's physical systems.

#### **BENCHMARKS**

Not Applicable

#### Learning Standard C

Understand relationships between geographic factors and society.

#### **BENCHMARKS**

Begin to develop an awareness of ways people depend on and interact with the environment (e.g., fishing, farming, and industry).

#### DESCRIPTORS



Talk about farmers growing wheat needed to make bread or tires for cars being made at a local plant.

## Learning Standard D

Understand the historical significance of geography.

#### **BENCHMARKS**

17.D.K Explore differences between urban and rural.

#### DESCRIPTORS

Compare a rural and urban community after reading a story about one or the other.

## State Goal 18: Understand social systems, with an emphasis on the United States.

## Learning Standard A

Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

#### **BENCHMARKS**

18.A.K Identify similarities and differences in people's characteristics, habits and living patterns.

#### **DESCRIPTORS**

Explore physical similarities and differences (e.g., everyone has hair but hair comes in different colors, textures and lengths).

## Learning Standard B

Understand the roles and interactions of individuals and groups in society.

#### **BENCHMARKS**

18.B.K Understand that each of us belong to a family and recognize that families vary.

#### **DESCRIPTORS**

Look at classmates' family photos and discuss the variety of family structures.



# Social Science

State Goal 18: Understand social systems, with an emphasis on the United States. (continued)

Learning Standard C

Understand how social systems form and develop over time.

**BENCHMARKS** 

Not Applicable

**NOTES** 





# References: Social Science

#### BENCHMARK 14.A.Ka

National Council for the Social Studies. (1994). Expectations of excellence: Curriculum standards for the social studies. Washington, DC: Author. 149.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). Standards for the preparation of social studies teachers (Vol. I). Washington, DC: Author.

## BENCHMARK 14.A.Kb

National Council for the Social Studies. (1994). Expectations of excellence: Curriculum standards for social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1993). Social studies for the preschool-primary child (4th ed.). New York: Merrill.

## BENCHMARK 14.C.K

National Council for the Social Studies. (1994). Expectations of excellence: Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Spodek, Bernard, & Saracho, Olivia N. (1994). Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.

#### BENCHMARK 14.D.Ka

National Council for the Social Studies. (1994). Expectations of excellence: Curriculum standards for the social studies. Washington, DC: Author. 149.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1995). Transforming curriculum in social studies. In Sue Bredekamp & Teresa Rosegrant (Eds.), Reaching potentials: Transforming early childhood curriculum and assessment (Vol. 2, pp. 109-124). Washington, DC: National Association for the Education of Young Children.



#### BENCHMARK 14.D.Kb

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

#### BENCHMARK 15.A.Ka

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

#### BENCHMARK 15.A.Kb

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

#### BENCHMARK 15.B.K

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). *Standards for the preparation of social studies teachers* (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

## BENCHMARK 15.D.Ka

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Spodek, Bernard, & Saracho, Olivia N. (1994). *Right from the start: Teaching children ages three to eight*. Needham Heights, MA: Allyn & Bacon.



MATHEMATICS

## BENCHMARK 15.D.Kb

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Spodek, Bernard, & Saracho, Olivia N. (1994). *Right from the start: Teaching children ages three to eight*. Needham Heights, MA: Allyn & Bacon.

#### BENCHMARK 16.A.Ka

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. 34.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). Standards for the preparation of social studies teachers (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

### BENCHMARK 16.A.Kb

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. 34.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). *Standards for the preparation of social studies teachers* (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

#### BENCHMARK 16.A.Kc

National Council for the Social Studies. (1994). *Expectations of excellence: Curriculum standards for the social studies*. Washington, DC: Author. 21.

(Also available at http://www.socialstudies.org/standards/)

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

## BENCHMARK 16.B.K

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

Reed, Elaine Wrisley. (2004). *Helping your child learn history*. Washington, DC: U.S. Department of Education.

http://www.ed.gov/parents/academic/help/history/history.pdf



#### BENCHMARK 17.A.Ka

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). Standards for the preparation of social studies teachers (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

#### BENCHMARK 17.A.Kb

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

http://www.socialstudies.org/standards/

http://www.socialstudies.org/standards/strands/

Spodek, Bernard, & Saracho, Olivia N. (1994). *Right from the start: Teaching children ages three to eight*. Needham Heights, MA: Allyn & Bacon.

## BENCHMARK 17.A.Kc

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

http://www.socialstudies.org/standards/

http://www.socialstudies.org/standards/strands/

National Council for the Social Studies. (1997). *Standards for the preparation of social studies teachers* (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

#### BENCHMARK 17.C.K

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

http://www.socialstudies.org/standards/

http://www.socialstudies.org/standards/strands/

National Council for the Social Studies. (1997). Standards for the preparation of social studies teachers (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/



58

## BENCHMARK 17.D.K

Fromboluti, Carol Sue, & Seefeldt, Carol. (1999). *Early childhood: Where learning begins—Geography*. Washington, DC: U.S. Department of Education.

http://www.ed.gov/PDFDocs/geography.pdf

Seefeldt, Carol. (1993). *Social studies for the preschool-primary child* (4th ed.). New York: Merrill.

## BENCHMARK 18.A.K

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

National Council for the Social Studies. (1997). Standards for the preparation of social studies teachers (Vol. I). Washington, DC: Author.

http://www.socialstudies.org/standards/teachers/vol1/

http://www.socialstudies.org/standards/teachers/vol1/thematic/

## BENCHMARK 18.B.K

National Council for the Social Studies. (1994). *Expectations of excellence:* Curriculum standards for the social studies. Washington, DC: Author.

(Also available at http://www.socialstudies.org/standards/)

Spodek, Bernard, & Saracho, Olivia N. (1994). *Right from the start: Teaching children ages three to eight*. Needham Heights, MA: Allyn & Bacon.



# Physical Development and Health

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

## Learning Standard A

Demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.

#### **BENCHMARKS**

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

19.A.Kb Move with balance and control.

19.A.Kc Use strength and control to effectively accomplish tasks.

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

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

#### **DESCRIPTORS**

Use a variety of movements with ease.

Develop responsibility for safe movement practices.

Understand the differences between personal space and general space.

Cut fabric into shapes for collage.

Use paint and brush to form letters or symbols or repeating patterns

## Learning Standard B

Analyze various movement concepts and applications.

#### BENCHMARKS

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

#### DESCRIPTORS

Build complex structures with hollow and unit blocks (e.g., tall buildings, bridges, or fire station). Walk, gallop, jump, and run in rhythm to simple tunes and music patterns.



# Physical Development and Health

State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity. (continued)

## Learning Standard C

Demonstrate knowledge of rules, safety and strategies during physical activity.

#### **BENCHMARKS**

19.C.K Show understanding and follow simple health and safety rules.

#### **DESCRIPTORS**

Discuss and apply safety rules. Demonstrate safe movement in general and personal space.

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

## Learning Standard A

Know and apply the principles and components of health-related fitness.

#### **BENCHMARKS**

20.A.K Understand the importance of physical fitness.

### **DESCRIPTORS**

Participate in health-related fitness activities.

Discuss the benefits of physical activities.

## Learning Standard B

Assess individual fitness levels.

#### **BENCHMARKS**

Develop increased endurance. 20.B.K

#### **DESCRIPTORS**

Describe what happens to the body when one exercises.



Recognize changes that take place in the body during physical activity.

Begin fitness training.

## Learning Standard C

Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

#### **BENCHMARKS**

20.C.K Exhibit structured and unstructured physical activity daily.

#### DESCRIPTORS

Discuss realistic health-related fitness goals.

Discuss choices that impact wellness.

## State Goal 21: Develop team-building skills by working with others through physical activity.

## Learning Standard A

Demonstrate individual responsibility during group physical activities.

#### **BENCHMARKS**

- 21.A.Ka Follow rules and procedures when participating in group physical activity.
- 21.A.Kb Follow directions with little or no reinforcement during periods of group activities.
- 21.A.Kc Work independently on a task for short periods of time.

#### **DESCRIPTORS**

Ask, "Is it my turn now?" during a game

Participate safely in the day's physical activity.

Demonstrate the ability to work independently during the day's physical activity.

## Learning Standard B

Demonstrate cooperative skills during structured group physical activities.

#### **BENCHMARKS**

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

## **DESCRIPTORS**

Take turns during group activities.

Cooperate and share during group activities.



FINE ARTS

# Physical Development and Health

State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

## Learning Standard A

Explain the basic principles of health promotion, illness prevention and safety.

#### **BENCHMARKS**

Participate in simple practices that promote healthy 22.A.K living and safety and prevent illness.

#### **DESCRIPTORS**

Describe ways to prevent common illnesses (e.g., cover the mouth or nose when sneezing or coughing).

Recognize the need to wash hands often.

## Learning Standard B

Describe and explain the factors that influence health among individuals, groups and communities.

#### **BENCHMARKS**

22.B.K Encourage others in making positive health choices (e.g., eating, cleanliness, and health practices).

## Learning Standard C

Explain how the environment can affect health.

#### **BENCHMARKS**

22.C.K Begin awareness of cause of environmental health risks (e.g., air, water, and sun).

#### **DESCRIPTORS**

Understand the need for wearing appropriate weatherrelated clothing.

Be aware of what pollution is.



## State Goal 23: Understand human body systems and factors that influence growth and development.

## Learning Standard A

Describe and explain the structure and functions of human body systems and how they interrelate.

#### **BENCHMARKS**

Identify body parts. 23.A.K

#### DESCRIPTORS

Talk with a friend about having an earache and say that he couldn't hear with cotton in his ear.

## Learning Standard B

Explain the effects of health-related actions on the body systems.

#### **BENCHMARKS**

23.B.K Perform self-care tasks.

#### **DESCRIPTORS**

Recognize why it is important to brush one's teeth.

Describe how germs can cause illness.

Understand reasons for consulting a responsible adult before using medicines and/or chemical substances.

Name healthy behaviors that relate to personal hygiene, nutrition, and exercise.

List choices that have a positive influence on health.

List choices that have a negative influence on health.



# Physical Development and Health

State Goal 23: Understand human body systems and factors that influence growth and development. (continued)

## Learning Standard C

Describe factors that affect growth and development.

#### **BENCHMARKS**

23.C.Ka Recognize that people grow and change.

Identify examples of good nutrition and importance 23.C.Kb for good health.

#### **DESCRIPTORS**

Discuss the value of practicing good health habits such as sleep, nutrition, and exercise.

Explain the importance of being physically active.

Recognize the importance of eating breakfast

Identify healthy snacks.

Recognize that food (nutrition) is needed for growth and development.

State Goal 24: Promote and enhance health and well being through the use of effective communication and decision-making skills.

## Learning Standard A

Demonstrate procedures for communication in positive ways, resolving differences and preventing conflict.

#### **BENCHMARKS**

Use appropriate communication skills when expressing 24.A.Ka needs, wants, and feelings.

24.A.Kb Use socially acceptable ways to resolve conflict.



#### DESCRIPTORS

Recall safety rules at home, at school, and in the community.

Recognize when to ask an adult for help.

Recognize basic emotions.

Name the components of good listening skills.

Identify good communication skills.

Identify good manners.

List behaviors at home, at school, and in the community that show respect toward others.

Discuss good and bad behaviors.

#### Learning Standard B

Apply decision-making skills related to the protection and promotion of individual health.

#### **BENCHMARKS**

24.B.K Explore choices that can affect health (e.g., brushing teeth, washing hands, and nutrition).

#### **DESCRIPTORS**

Discuss the importance of brushing teeth.

List good personal hygiene practices.

Recognize safety hazards at home or at school that affect health.

Give examples of good and poor health choices.

Discuss consequences for poor health choices.

#### Learning Standard C

Demonstrate skills essential to enhancing health and avoiding dangerous situations.

#### **BENCHMARKS**

24.C.K Learn to avoid dangerous situations.

#### **DESCRIPTORS**

Discuss who strangers are and why and when one should be cautious around them.

Define 'good touch' and 'bad touch'.

Discuss how to react in dangerous situations.

Discuss when and when not to use 911.



NOTES





# References: Physical Development and Health

#### BENCHMARK 19.A.Ka

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

Corbin, Charles B., & Pangrazi, Robert P. (1998). *Physical activity for children:* A statement of the guidelines. Reston, VA: National Association for Sport and Physical Education.

#### BENCHMARK 19.A.Kb

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Bredekamp, Sue, & Copple, Carol (Eds.). (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 19.A.Kc

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 19.A.Kd

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

Copple, Carol, & Bredekamp, Sue. (2006). Basics of developmentally appropriate ate practice: An introduction for teachers of children 3 to 6. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 19.A.Ke

Copple, Carol, & Bredekamp, Sue. (2006). Basics of developmentally appropriate practice: An introduction for teachers of children 3 to 6. Washington, DC: National Association for the Education of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



#### BENCHMARK 19.B.K

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 19 C.K.

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 20.A.K

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Sanders, Stephen W. (2002). Active for life: Developmentally appropriate movement programs for young children. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 20.B.K

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Pica, Rae. (2006). Physical fitness and the early childhood curriculum. Young Children, 61(3), 12-19.

#### BENCHMARK 20.C.K

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Sanders, Stephen W. (2002). Active for life: Developmentally appropriate movement programs for young children. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 21.A.Ka

National Association for Sport and Physical Education. (2004). Moving into the future: National standards for physical education (2nd ed.). Reston, VA: Author.

Bredekamp, Sue, & Copple, Carol (Eds.). (1997). Developmentally appropriate practice in early childhood programs (Rev. ed.). Washington, DC: National Association for the Education of Young Children.



#### BENCHMARK 21.A.Kb

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Sanders, Stephen W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 21.A.Kc

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Sanders, Stephen W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 21.B.K

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Sanders, Stephen W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 22.A.K

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

National Research Council. (1996). *National science education standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

#### BENCHMARK 22.B.K

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

American Cancer Society. (December 2005-April 2006). Pre-publication document of *National health education standards, PreK-12*. New York: Author.



#### BENCHMARK 22.C.K

Lowery, Lawrence F. (Ed.). (1997). *NSTA pathways to the science standards: Guidelines for moving the vision into practice* (Elementary School ed.). Arlington, VA: National Science Teachers Association.

American Cancer Society. (December 2005-April 2006). Pre-publication document of *National health education standards, PreK-12*. New York: Author.

#### BENCHMARK 23.A.K

National Association for Sport and Physical Education. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author.

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 23.B.K

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

Lowery, Lawrence F. (Ed.). (1997). *NSTA pathways to the science standards:* Guidelines for moving the vision into practice (Elementary School ed.). Arlington, VA: National Science Teachers Association.

#### BENCHMARK 23.C.Ka

U.S. Department of Education. (2005). Helping your child learn science. Washington, DC: Author.

http://www.ed.gov/parents/academic/help/science/science.pdf

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 23.C.Kh

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

National Research Council. (1996). *National science education standards: Observe, interact, change, learn.* Washington, DC: National Academy Press.



#### BENCHMARK 24.A.Ka

American Cancer Society. (December 2005-April 2006). Pre-publication document of National health education standards, PreK-12. New York: Author

National School Safety Center. (1990). Child safety curriculum standards. Malibu, CA: Author.

#### BENCHMARK 24.A.Kb

National School Safety Center. (1990). Child safety curriculum standards. Malibu, CA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 24.B.K

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). Reaching potentials: Transforming early childhood curriculum and assessment (Vol. 2). Washington, DC: National Association for the Education of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 24.C.K

National School Safety Center. (1990). Child safety curriculum standards. Malibu, CA: Author.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



# Fine Arts

### State Goal 25: Know the language of the arts.

#### Learning Standard A

Understand the sensory elements, organizational principles, and expressive qualities of the arts.

#### **BENCHMARKS**

25.A.Ka Dance: Investigate and explore the elements of dance.

25.A.Kb Drama: Investigate and explore the elements of drama.

25.A.Kc Music: Investigate and explore the elements of music.

25.A.Kd Visual Arts: Investigate and explore the elements of visual arts.

#### **DESCRIPTORS**

Participate in a group movement experience and suggest ways to move and animals to imitate.

Plan or join with others in dramatizing a book or retelling of a classroom event. Explore musical instruments that are in the classroom and use common obiects to make a variety of sounds.

Try a variety of expressive media (e.g., markers, brush and finger painting, printing, collage, play dough, and clay).

#### Learning Standard B

Understand the similarities, distinctions and connections in and among the arts.

#### **BENCHMARKS**

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

Respond to artistic creations or events. 25.B.Kb

#### **DESCRIPTORS**

Comment to a friend, "I like how you used so many colors to make your picture look stormy."

Watch as classmates put on a puppet show or perform a dance the class created.



### Fine Arts

State Goal 26: Through creating and performing, understand how works of art are produced.

#### Learning Standard A

Understand processes, traditional tools and modern technologies used in fine arts.

#### **BENCHMARKS**

- 26.A.Ka Dance: Participate in dance and creative movement activities.
- 26.A.Kb Drama: Participate in drama activities.
- 26.A.Kc Music: Participate in music activities by identifying a variety of sounds and sound sources (e.g., instrumental, voices, and environmental sounds).
- Visual Arts: Participate in the visual arts. Identify media and tools used in painting, drawing, and constructing.

#### **DESCRIPTORS**

Pantomime the actions of a leaf falling, a ball bouncing or a bird flying.

Make up a drama about something they studied or visited, such as a circus or a trip to the zoo.

Use a musical instrument to create a mood to go along with a puppet show or creative dance.

Draw or paint the way they feel when they are happy.

#### Learning Standard B

Apply skills and knowledge necessary to create and perform in one or more of the arts.

#### **BENCHMARKS**

- Use a variety of materials to explore and express ideas. 26.B.Ka
- 26.B.Kb Listen to, sing or play a variety of music representing diverse cultures and styles.

Create or perform story elements and characterizations. 26.B.Kc

#### **DESCRIPTORS**

Construct a sculpture from wood pieces, fabric and foil.



Sing songs from different cultures.

Make up a skit based on a known or imaginary story.

### State Goal 27: Understand the role of the arts in civilizations, past and present.

Learning Standard A

Analyze how the arts function in history, society, and everyday life.

**BENCHMARKS** 

Not Applicable

Learning Standard B

Understand how the arts shape and reflect history, society, and everyday life.

**BENCHMARKS** 

Not Applicable

**NOTES** 



# References: Fine Arts

#### BENCHMARK 25.A.Ka

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

National Dance Education Organization. (2005). Standards for dance in early childhood. Bethesda, MD: Author.

http://www.ndeo.org/Standards\_Childhood.pdf

#### BENCHMARK 25.A.Kh

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

Hendy, Lesley, & Toon, Lucy. (2001). Supporting drama and imaginative play in the early years. Buckingham, England: Open University Press.

#### BENCHMARK 25.A.Kc

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

Miranda, Miranda L. (2004). The implications of developmentally appropriate practice for the kindergarten general music classroom. Journal of Research in Music Education, 52(1), 43-63.

#### BENCHMARK 25.A.Kd

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

(Also available online at http://artsedge.kennedy-center.org/teach/standards/ standards k4.cfm#04)

National Association for the Education of Young Children. (no date). Can you see what I see? Cultivating self-expression through art. Washington, DC: Author.

http://www.naeyc.org/ece/1998/04.asp

#### BENCHMARK 25.B.Ka

Task Force on Children's Learning and the Arts: Birth to Age Eight, & Goldhawk, Sara. (1998). Children's developmental benchmarks and stages:



A summary guide to appropriate arts activities. In Young children and the arts: Making creative connections (pp. 6-13). Washington, DC: Arts Education Partnership.

FINE ARTS

Edwards, Carolyn Pope, & Springate, Kay Wright. (1995). Encouraging creativity in early childhood classrooms. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/1995/edward95.html

#### BENCHMARK 25.B.Kb

Task Force on Children's Learning and the Arts: Birth to Age Eight, & Goldhawk, Sara. (1998). Children's developmental benchmarks and stages: A summary guide to appropriate arts activities. In Young children and the arts: Making creative connections (pp. 6-13). Washington, DC: Arts Education Partnership.

Edwards, Carolyn Pope, & Springate, Kay Wright. (1995). Encouraging creativity in early childhood classrooms. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/1995/edward95.html

#### BENCHMARK 26.A.Ka

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

National Dance Education Organization. (2005). Standards for dance in early childhood. Bethesda, MD: Author.

http://www.ndeo.org/Standards\_Childhood.pdf

#### BENCHMARK 26.A.Kb

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

Brown, Victoria. (1990). Drama as an integral part of the early childhood curriculum. Design for Arts in Education, 91(6), 26-33.

#### BENCHMARK 26.A.Kc

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

(Also available online at http://artsedge.kennedy-center.org/teach/standards/ standards\_k4.cfm#04)

Spodek, Bernard, & Saracho, Olivia N. (1994) Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.

(Also available at http://artsedge.kennedy-center.org/ teach/standards/standards\_k4.cfm#02)

#### BENCHMARK 26.A.Kd

Grade by grade guide to building visual arts lessons—Grades 1 & 2. (no date). Los Angeles: J. Paul Getty Trust.

http://www.getty.edu/education/for\_teachers/building\_lessons/grades\_1\_2.html

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

(Also available online at http://artsedge.kennedy-center.org/teach/standards/standards\_k4.cfm#04)

#### BENCHMARK 26.B.Ka

Edwards, Carolyn Pope, & Springate, Kay Wright. (1995). *Encouraging creativity in early childhood classrooms*. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/1995/edward95.html

National Association for the Education of Young Children. (no date). Can you see what I see? Cultivating self-expression through art. Washington, DC: Author.

http://www.naeyc.org/ece/1998/04.asp

#### BENCHMARK 26.B.Kb

Consortium of National Arts Education Associations. (1994). Dance, music, theatre, visual arts: What every young American should know and be able to do in the arts. National standards for arts education. Reston, VA: Music Educators National Conference.

(Also available online at http://artsedge.kennedy-center.org/teach/standards/standards\_k4.cfm#04)

Kelly, Steven N., & Van Weelden, Kimberly. (2004). Connecting meaningful music and experiences in a multicultural, multimusical classroom. *Music Educators Journal*, 90(3), 35.

#### BENCHMARK 26.B.Kc

Brown, Victoria. (1990). Drama as an integral part of the early childhood curriculum. *Design for Arts in Education*, 91(6), 26-33.

Ruppert, Sandra S. (2006). *Critical evidence: How the arts benefit student achievement*. Washington, DC: National Assembly of State Art Agencies.

http://www.nasaa-arts.org/publications/critical-evidence.pdf



**FINE ARTS** 

# Foreign Language

State Goal 28: Use the target language to communicate within and beyond the classroom setting.

#### Learning Standard A

Understand oral communication in the target language.

#### **BENCHMARKS**

28.A.K Maintain the native language for use in a variety of purposes.

#### DESCRIPTORS

Sing a song in their native language during music time and then sing part of it in English.

#### Learning Standard B

Interact in the target language in various settings.

#### **BENCHMARKS**

Not Applicable

#### Learning Standard C

Understand written passages in the target language.

#### **BENCHMARKS**

Not Applicable

#### Learning Standard D

Use the target Language to present information, concepts, and ideas for a variety of purposes to different audiences.

#### **BENCHMARKS**

Not Applicable



### Foreign Language

State Goal 29: Use the target language to develop an understanding of the customs, arts, literature, history, and geography associated with the target language.

#### Learning Standard A

Understand manners and customs of various target language societies.

#### **BENCHMARKS**

29.A.K Investigate customs of other children in the classroom.

#### **DESCRIPTORS**

Share native customs using books, toys, and activities.

#### Learning Standard B

Understand music, dance, folk art, visual art, drama, and architecture related to the target language societies.

#### **BENCHMARKS**

Not Applicable

#### Learning Standard C

Understand literature and various media of target language societies.

#### **BENCHMARKS**

Not Applicable

#### Learning Standard D

Understand history of areas where the target language is spoken.

#### **BENCHMARKS**

Not Applicable



#### Learning Standard E

Understand geography of various target language societies.

**BENCHMARKS** 

Not Applicable

State Goal 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

#### Learning Standard A

Use the target language to reinforce and further knowledge of other disciplines.

#### **BENCHMARKS**

30.A.K Use and maintain the native language in order to

build upon and develop transferable language and literacy skills.

#### **DESCRIPTORS**

Ask the teacher to write a label on their drawing that is in their own language, and then want the English label written, too.

#### Learning Standard B

Use the target language to demonstrate knowledge and understanding of a variety of career options.

**BENCHMARKS** 

Not Applicable



NOTES





# References: Foreign Language

#### BENCHMARK 28.A.K

Wong Fillmore, Lily. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-346.

McLaughlin, Barry. (1995). Fostering second language development in young children: Principles and practices (Educational Practice Report #14). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

http://www.ncela.gwu.edu/pubs/ncrcdsll/epr14.htm

#### BENCHMARK 29.A.K

Feeny, Stephanie and Freeman, Nancy K. (1999). *Ethics and the early childhood educator: Using the NAEYC Code*. Washington, DC: National Association for the Education of Young Children.

Volk, Dinah and Long, Susi. (2005). Challenging myths of the deficit perspective: Honoring children's literacy resources. *Young Children*, (60)6, 12-19.

#### BENCHMARK 30.A.K

Krashen, Stephen. (1997). Why bilingual education? ERIC Digest. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content\_storage\_01/000000b/80/2a/27/b4.pdf

Hakuta, Kenji. (1990, spring). Bilingualism and bilingual education: A research perspective. Occasional Papers in Bilingual Education, 1.

http://www.ncela.gwu.edu/pubs/focus/focus1.htm



# Social/Emotional Development

State Goal 31: Develop self-awareness and self-management skills to achieve school and life success.

#### Learning Standard A

Identify and manage one's emotions and behavior.

#### **BENCHMARKS**

- 31.A.Ka Recognize emotions and how they are linked to behavior.
- 31.A.Kb Express frustration and anger effectively and without harming others, self, or property.
- Demonstrate control of impulsive behavior. 31.A.Kc

#### DESCRIPTORS

Name emotions (e.g., happy, surprised, sad, angry, proud, and afraid).

Develop and discuss classroom rules.

Share feelings in a range of contexts (e.g., through speaking, writing, and drawing).

#### Learning Standard B

Recognize personal qualities and external supports.

#### **BENCHMARKS**

- 31.B.Ka Identify and express one's likes and dislikes, needs and wants, strengths and challenges.
- 31.B.Kb Use simple strategies to gain assistance.

#### **DESCRIPTORS**

Express likes and dislikes.

Identify peers who help others.

Identify reliable adults who can help in an emergency.

Recognize acceptable methods to gain assistance.



## Social/Emotional Development

State Goal 31: Develop self-awareness and self-management skills to achieve school and life success. (continued)

#### Learning Standard C

Demonstrate skills related to achieving personal and academic goals.

#### **BENCHMARKS**

See one's self as a learner. 31.C.Ka

31.C.Kb Analyze why one achieved or did not achieve a goal.

#### DESCRIPTORS

Show excitement and curiosity about new things in the classroom (e.g., a new book, new science materials, and new math counters).

Exhibit persistence and creativity in seeking solutions to problems.

Recognize one's own abilities and accomplishments.

State Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

#### Learning Standard A

Recognize the feelings and perspectives of others.

#### **BENCHMARKS**

32.A.Ka Learn to identify the feelings and perspectives of others.

32.A.Kb Use observational and listening skills to identify the feelings and perspectives of others.

Have positive relationships with one or two peers, 32.A.Kc and show the capacity to care about them.

32.A.Kd Display the capacity for humor.

#### **DESCRIPTORS**

Recognize that others may feel differently about the same situation.

Describe how others are feeling based on their facial expressions, gestures, and what they say.

Explain how sharing with and supporting others may make them feel.

Laugh and show pleasure appropriately.



#### Learning Standard B

#### Recognize individual and group similarities and differences.

#### **BENCHMARKS**

- 32.B.Ka Describe the way that people are similar and different.
- 32.B.Kb Describe positive qualities in others.
- Accept and interact with peers and adults of ethnic 32.B.Kc groups other than own.

#### DESCRIPTORS

Recognize that all people have similar needs.

Recognize and accept the differences of other cultures/ethnicities.

Demonstrate how students help each other (e.g., sharing, and not interrupting).

#### Learning Standard C

Use communication and social skills to interact effectively with others.

#### **BENCHMARKS**

- 32.C.Ka Identify ways to work and play well with others.
- 32.C.Kb Demonstrate appropriate social and classroom behavior.
- 32.C.Kc Show interest in others; exchange information with and request information from others appropriately.

#### **DESCRIPTORS**

Interact nonverbally with other children (e.g., smile, wave, nod or other appropriate gestures).

Use "please" and "thank you" appropriately.

Pay attention when someone else is speaking.

Follow directions given at school.

Offer encouraging comments to others.

Practice saying "no" to protect one's self from unsafe situations.



## Social/Emotional Development

State Goal 32: Use social-awareness and interpersonal skills to establish and maintain positive relationships. (continued)

#### Learning Standard D

Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

#### **BENCHMARKS**

Identify problems and conflicts commonly experienced 32.D.Ka

32.D.Kb Identify approaches to resolving conflicts constructively.

32.D.Kc Take turns fairly easily.

#### **DESCRIPTORS**

Identify constructive ways of resolving conflict.

Develop skills to resolve conflict situations.

Practice self-calming techniques for anger management.

Develop skills to handle bullies.

State Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

#### Learning Standard A

Consider ethical, safety, and societal factors in making decisions.

#### **BENCHMARKS**

Understand that hurting others is wrong. 33.A.Ka

Identify social norms and safety considerations that guide behavior.

33.A.Kc Assert own rights and needs appropriately.



#### DESCRIPTORS

Identify and follow bus, classroom and school safety rules.

Recognize appropriate touch and avoid inappropriate touch.

Describe how taking or destroying another's property makes them feel.

Explain why hitting or yelling at somebody is hurtful and unfair.

Identify reliable sources of adult help.

Recognize situations that are safe or dangerous.

#### Learning Standard B

Apply decision-making skills to deal responsibly with daily academic and social situations.

#### **BENCHMARKS**

33.B.Ka Identify a range of decisions that students make at school.

33.B.Kb Make positive choices when interacting with classmates.

#### **DESCRIPTORS**

Recognize that one has choices in how to respond to situations.

Identify and use alternative solutions to problems.

Develop and use calming strategies.

#### Learning Standard C

Contribute to the well-being of one's school and community.

#### **BENCHMARKS**

Identify and perform roles that contribute positively to 33.C.Ka one's classroom.

33.C.Kb Identify and perform roles that contribute to one's family.

#### **DESCRIPTORS**

Describe ways to help out at home.

Volunteer for classroom tasks (e.g., helping others, helping set up, cleaning up, and passing out materials).



NOTES



FINE ARTS

# References: Social/ **Emotional Development**

#### BENCHMARK 31.A.Ka

Shonkoff, Jack P., & Phillips, Deborah A. (Eds.). (2000). From neurons to neighborhoods: The science of early child development. Washington, DC: National Academy Press.

Raver, C. Cybele. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. Social Policy Report, 16(3), 2-19.

#### BENCHMARK 31.A.Kb

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). Reaching potentials: Transforming early childhood curriculum and assessment (Vol. 2). Washington, DC: National Association for the Education of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 31.A.Kc

Shonkoff, Jack P., & Phillips, Deborah A. (Eds.). (2000). From neurons to neighborhoods: The science of early child development. Washington, DC: National Academy Press.

Raver, C. Cybele. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. Social Policy Report, 16(3), 2-19.

#### BENCHMARK 31.B.Ka

Seefeldt, Carol. (2005). How to work with the standards in the early childhood classroom. New York: Teachers College Press.

Center for Social and Emotional Education. (2006). Developmental milestones: Children's developing social and emotional skills, knowledge and beliefs. New York: Author

http://www.csee.net/pageview.aspx?id=68



#### BENCHMARK 31.B.Kb

Nader, Philip R. (Ed.). (1993). School health: Policy and practice (5th ed.). Elk Grove Village, IL: American Academy of Pediatrics.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 31.C.Ka

Gullo, Dominic F. (Ed.) (2006). K Today: Teaching and Learning in the Kindergarten Year. Washington, DC: National Association for the Education of Young Children.

http://ceep.crc.uiuc.edu/pubs/katzsym/kearn.pdf

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 31.C.Kb

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

National School Safety Center. (1990). Child safety curriculum standards. Malibu, CA: Author.

#### BENCHMARK 32.A.Ka

Raver, C. Cybele, & Knitzer, Jane. (2002, July). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children. (Promoting the emotional well-being of children and families: Policy paper 3). New York: National Center for Children in Poverty.

http://www.nccp.org/media/pew02c-text.pdf

Denham, Susanne A., & Weissberg, Roger P. (2004). Social-emotional learning in early childhood: What we know and where to go from here. In Elda Chesebrough, Patricia King, Thomas P. Gullotta, & Martin Bloom (Eds.), A blueprint for the promotion of prosocial behavior in early childhood (pp. 13-50). New York: Kluwer Academic/Plenum.



**FINE ARTS** 

#### BENCHMARK 32.A.Kb

Denham, Susanne A., & Weissberg, Roger P. (2004). Social-emotional learning in early childhood: What we know and where to go from here. In Elda Chesebrough, Patricia King, Thomas P. Gullotta, & Martin Bloom (Eds.), A blueprint for the promotion of prosocial behavior in early childhood (pp. 13-50). New York: Kluwer Academic/Plenum.

Saarni, Carolyn; Mumme, Donna L.; & Campos, Joseph J. (1998). Emotional development: Action, communication, and understanding. In William Damon (Series Ed.) & Nancy Eisenberg (Vol. Ed.), Handbook of child psychology: Vol. 3. Social, emotional, and personality development (5th ed., pp. 237-309). New York: Wiley.

#### BENCHMARK 32.A.Kc

Center for Social and Emotional Education. (2006). Developmental milestones: Children's developing social and emotional skills, knowledge and beliefs. New York: Author.

http://www.csee.net/pageview.aspx?id=68

Raver, C. Cybele, & Knitzer, Jane. (2002, July). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children. (Promoting the emotional well-being of children and families: Policy paper 3). New York: National Center for Children in Poverty.

http://www.nccp.org/media/pew02c-text.pdf

#### BENCHMARK 32.A.Kd

Bergen, Doris. (2003). Humor, play, and child development. In Amelia Klein (Ed.), Humor in children's lives: A guidebook for practitioners (pp. 17-32). Westport, CT: Praeger.

Grotberg, Edith H. (1995). A guide to promoting resilience in children: Strengthening the human spirit. The Hague, The Netherlands: Bernard van Leer Foundation.

http://resilnet.uiuc.edu/library/grotb95b.html

#### BENCHMARK 32.B.Ka

Damon, William, & Phelps, Erin. (1989). Strategic uses of peer learning in children's education. In Thomas J. Berndt & Gary W. Ladd (Eds.), Peer relationships in child development (pp. 135-157). New York: Wiley.

Feeney, Stephanie, & Moravcik, Eva. (2005). Children's literature: A window to understanding self and others. Young Children, 60(5), 20-28.



#### BENCHMARK 32.B.Kb

Katz, Lilian G., & McClellan, Diane E. (1997). Fostering children's social competence: The teacher's role. Washington, DC: National Association for the Education of Young Children.

Cohen, Cheryl Bernstein. (1986). Teaching about ethnic diversity. ERIC Digest. Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education.

#### BENCHMARK 32.B.Kc

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

Spodek, Bernard, & Saracho, Olivia N. (1994). Right from the start: Teaching children ages three to eight. Needham Heights, MA: Allyn & Bacon.

#### BENCHMARK 32.C.Ka

Thompson, Ross A. (2002). The view from research: The roots of school readiness in social and emotional development. In Set for success: Building a strong foundation for school readiness based on the social-emotional development of young children (pp. 8-29). Kansas City, MO: Ewing Marion Kauffman Foundation.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 32.C.Kb

Raver, C. Cybele. (2003). Young children's emotional development and school readiness. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

http://ceep.crc.uiuc.edu/eecearchive/digests/2003/raver03.html

Eisenberg, Nancy, & Fabes, Richard A. (1998). Prosocial development. In William Damon (Series Ed.) & Nancy Eisenberg (Vol. Ed.), Handbook of child psychology: Vol. 3. Social, emotional, and personality development (5th ed., pp. 701-778). New York: Wiley.

#### BENCHMARK 32.C.Kc

Seefeldt, Carol. (1993). Social studies for the preschool-primary child (4th ed.). New York: Merrill.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). The Work Sampling System: Omnibus guidelines: Preschool through third grade (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



**FINE ARTS** 

#### BENCHMARK 32.D.Ka

Katz, Lilian G. and McClellan, Diane E. (1997). Fostering children's social competence: The teacher's role. Washington, DC: National Association of Young Children.

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 32.D.Kb

Katz, Lilian G. and McClellan, Diane E. (1997). Fostering children's social competence: The teacher's role. Washington, DC: National Association of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 32.D.Kc

Katz, Lilian G. and McClellan, Diane E. (1997). Fostering children's social competence: The teacher's role. Washington, DC: National Association of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

#### BENCHMARK 33.A.Ka

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

American Psychological Association & National Association for the Education of Young Children. (2002). *Violence prevention in early childhood: How teachers can help* [Brochure]. Washington, DC: American Psychological Association.

#### BENCHMARK 33.A.Kb

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

American Cancer Society. (December 2005-April 2006). Pre-publication document of *National health education standards, PreK-12*. New York: Author.

http://www.aahperd.org/aahe/pdf\_files/standards.pdf



#### BENCHMARK 33.A.Kc

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.

American Cancer Society. (December 2005-April 2006). Pre-publication document of *National health education standards, PreK-12*. New York: Author.

http://www.aahperd.org/aahe/pdf\_files/standards.pdf

#### BENCHMARK 33.B.Ka

Center for Social and Emotional Education. (2006). *Developmental milestones: Children's developing social and emotional skills, knowledge and beliefs.* New York: Author.

http://www.csee.net/pageview.aspx?id=68

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

#### BENCHMARK 33.B.Kb

Denham, Susanne A., & Weissberg, Roger P. (2004). Social-emotional learning in early childhood: What we know and where to go from here. In Elda Chesebrough, Patricia King, Thomas P. Gullotta, & Martin Bloom (Eds.), *A blueprint for the promotion of prosocial behavior in early childhood* (pp. 13-50). New York: Kluwer Academic/Plenum.

Schmidt, Michelle E.; DeMulder, Elizabeth K.; & Denham, Susanne A. (2002). Kindergarten social-emotional competence: Developmental predictors and psychosocial implications. *Early Child Development and Care*, 172(5), 451-462.

#### BENCHMARK 33.C.Ka

Readdick, Christine A., & Douglas, Kathy. (2000). More than line leader and door holder: Engaging young children in real work. *Young Children*, 55(6), 63-70.

Raver, C. Cybele, & Knitzer, Jane. (2002, July). Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children. (Promoting the emotional well-being of children and families: Policy paper 3). New York: National Center for Children in Poverty.

http://www.nccp.org/media/pew02c-text.pdf

#### BENCHMARK 33.C.Kb

Bredekamp, Sue, & Rosegrant, Teresa (Eds.). (1995). *Reaching potentials: Transforming early childhood curriculum and assessment* (Vol. 2). Washington, DC: National Association for the Education of Young Children.

Jablon, Judy R.; Marsden, Dorothea B.; Meisels, Samuel J.; & Dichtelmiller, Margo L. (1994). *The Work Sampling System: Omnibus guidelines: Preschool through third grade* (3rd ed.). Ann Arbor, MI: Rebus Planning Associates.



# Kindergarten Benchmark Index Ages 5-6

BENCHMARK	PAGE
Language Arts Understand that pictures and symbols have meaning and that print carries a message.	1
Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).	1
Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).	1
Demonstrate phonological awareness (i.e., rhymes and alliterations).	1
Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).	1
Demonstrate alphabet knowledge (i.e., recognizes letters and their most common sounds).	1
Read one syllable and high frequency words.	1
Make predictions based on cover, title, and pictures.	2
Connect text to prior experiences and knowledge.	2
Engage in shared/independent reading of familiar predictable text.	2
Retell information from a story.	2
Respond to simple questions about reading.	2
Compare/contrast a variety of literary works.	2
Demonstrate understanding that different text forms are used for different purposes.	2
Demonstrate understanding of literal meaning of stories by making comments.	2
Understand the structure of a story.	3
Recognize narrative, informational texts and rhymes.	3
Show independent interest in and knowledge about books and reading.	3
Comprehend and respond to fiction and non-fiction.	3
Write upper and lowercase letters.	4

BENCHMARK	PAGE
Write words based on how they sound, using initial consonants and some ending sounds.	4
Begin to write simple sentences.	4
Represent stories through pictures, dictation, written words and play.	4
Use drawing and writing to convey meaning and provide information.	5
Listen attentively to stories read aloud.	5
Follow 2-3 step directions accurately.	5
Respond appropriately to information and ideas conveyed orally.	5
Use language to communicate needs and wants.	6
Use expanded language and vocabulary for a variety of purposes.	6
Explain past events with accurate detail.	6
Seek answers to questions through active exploration.	6
Relate prior knowledge to new information.	7
Use discussion, drawing, writing or other means to communicate new information learned.	7
Mathematics	
Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals.	19
Count with understanding and recognize "how many" in sets of objects.	19
Solve simple math problems mentally, or by using objects, drawing pictures, etc.	19
Represent mathematical ideas with symbols, pictures or objects.	19
Talk about the thinking involved in solving mathematical problems.	19
Estimate number of objects in a set.	20
Connect numbers to quantities they represent using physical models and representations.	20
Make comparisons of quantities.	20
Demonstrate a beginning understanding of measurement using non-standard units.	21

BENCHMARK	PAGE
Count with understanding and recognize "how many" in sets of objects.	21
Construct a sense of time through participation in daily activities.	21
Order, compare and describe objects by size, length, capacity, and weight.	21
Use estimation skills in solving everyday measurement problems.	21
Use common instruments for measuring during work or play.	21
Show increasing skill in using available tools for exploring and extending mathematical competence.	22
Sort objects into groups and tell the rule or rationale for the groups.	22
Recognize, describe, translate, duplicate, create, and extend patterns in various formats.	22
Construct and explain a simple graph.	23
Investigate addition and subtraction using concrete objects.	23
Describe and compare qualitative change (e.g., student grows taller).	24
Recognize geometric shapes and structures in the environment.	24
Identify and name basic shapes.	24
Describe some attributes of two and three dimensional shapes.	24
Show understanding of and use direction, location and position words.	25
Represent data using concrete objects, pictures, and graphs.	26
Study, compare, interpret, and analyze information presented in graph form.	26
Make reasonable predictions based on information gathered in graph form.	26
Gather and analyze data about themselves or their environment.	26

BENCHMARK	PAGE
Science	
Use senses to explore and observe materials.	35
Begin to develop questions on scientific topics, such as natural phenomena.	35
Seek information through observation, exploration, and investigations.	35
Collect, describe, compare and record information.	35
Use simple tools and equipment to enhance observation and gather data.	35
Become familiar with the use of devices incorporating technology.	35
Observe, categorize, and describe characteristics, basic needs, and life cycles.	36
Show an awareness of changes that occur in themselves and their environment.	36
Describe and compare basic needs of living things.	36
Identify, describe and compare properties of objects (e.g., size, shape, and color).	37
Describe the effects of forces in nature.	37
Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (e.g., rainy, snowy, sunny, and windy).	38
Understand the purpose of recycling.	38
Explore and describe properties of rocks, soils, water, and air.	38
Identify, observe and describe basic concepts associated with night/day and seasons.	38
Begin to understand and use basic safety practices.	39
Use observation skills to learn to document changes in science.	39
Express curiosity and ask questions about their world.	39
Recognize common scientific instruments.	39
Form explanations and communicate scientific information.	39
Begin to be aware of technology and how it affects their lives.	39
Begin to understand ways to reduce, reuse, and	39

recycle materials.

PAGE BENCHMARK

Social Science	
Recognize and demonstrate the reasons for rules.	45
Demonstrate beginning awareness of city/town, state and country.	45
Participate in voting as a way of making choices.	45
Show beginning understanding of what it means to be a leader.	46
Develop an awareness of roles of leaders in their environment.	46
Identify community workers and the services they provide.	47
Describe some people's jobs and what is required to perform them.	47
Become aware of the difference between needs and wants.	47
Begin to understand the use of trade or money to obtain goods and services.	48
Begin to understand how people rely on others for goods and services.	48
Recall information about the immediate past.	48
Show some awareness of time and how the past influences people's lives.	48
Become aware of how people in different places have different experiences.	48
Become aware of local and national holidays (e.g., Martin Luther King Jr. Day, Veteran's Day, and 4th of July).	49
Locate objects and places in the community.	50
Express beginning geographic thinking (e.g., maps or models).	50
Show beginning awareness of the relationships between people and where they live.	50
Begin to develop an awareness of ways people depend on and interact with the environment (e.g., fishing, farming, and industry).	50
Explore differences between urban and rural.	51
Identify similarities and difference in people's characteristics, habits and living patterns.	51
Understand that each of us belong to a family and recognize that families vary.	51

Physical Development and Health	
Engage in active play using fine and gross motor skills.	59
Move with balance and control.	59
Use strength and control to effectively accomplish tasks.	59
Use eye-hand coordination to perform tasks.	59
Use writing and drawing tools with some control.	59
Coordinate movements to perform complex tasks.	59
Show understanding and follow simple health and safety rules.	60
Understand the importance of physical fitness.	60
Develop increased endurance.	60
Exhibit structured and unstructured physical activity daily.	61
Follow rules and procedures when participating in group physical activity.	61
Follow directions with little or no reinforcement during periods group activities.	61
Work independently on a task for short periods of time.	61
Demonstrate ability to cooperate with others during group physical activities.	61
Participate in simple practices that promote healthy living and safety and prevent illness.	62
Encourage others in making positive health choices (e.g., eating, cleanliness, and health practices).	62
Begin awareness of cause of environmental health risks (e.g., air, water, and sun).	62
Identify body parts.	63
Perform self-care tasks.	63
Recognize that people grow and change.	64
Identify examples of good nutrition and importance for good health.	64
Use appropriate communication skills when expressing needs, wants, and feelings.	64
Use socially acceptable ways to resolve conflict.	64
Explore choices that can affect health (e.g., brushing teeth, washing hands, and nutrition).	65
Learn to avoid dangerous situations.	65

BENCHMARK	PAGE
Fine Arts	
Dance: Investigate and explore the elements of dance.	73
Drama: Investigate and explore the elements of drama.	73
Music: Investigate and explore the elements of music.	73
Visual Arts: Investigate and explore the elements of visual arts.	73
Describe or respond to their own creative work or the creative work of others.	73
Respond to artistic creations or events.	73
Dance: Participate in dance and creative movement activities.	74
Drama: Participate in drama activities.	74
Music: Participate in music activities by identifying a variety of sounds and sound sources (e.g., instrumental, voices and environmental sounds).	74
Visual Arts: Participate in the visual arts. Identify media and tools used in painting, drawing, and constructing.	74
Use a variety of materials to explore and express ideas.	74
Listen to, sing or play a variety of music representing diverse cultures and styles.	74
Create or perform story elements and characterizations.	74
Foreign Language  Maintain the native language for use in a variety of purposes.	79
Investigate customs of other children in the classroom.	80
Use and maintain the native language in order to build upon and develop transferable language and literacy skills.	81
Social/Emotional Development	
Recognize emotions and how they are linked to behavior.	85
Express frustration and anger effectively and without harming others, self, or property.	85
Demonstrate control of impulsive behavior.	85
Identify and express one's likes and dislikes, needs and wants, strengths and challenges.	85
Use simple strategies to gain assistance.	85

See one's self as a learner.	86
Analyze why one achieved or did not achieve a goal.	86
Learn to identify the feelings and perspectives of others.	86
Use observational and listening skills to identify the feelings and perspectives of others.	86
Have positive relationships with one or two peers, and show the capacity to care about them.	86
Display the capacity for humor.	86
Describe the way that people are similar and different.	87
Describe positive qualities in others.	87
Accept and interact with peers and adults of ethnic groups other than own.	87
Identify ways to work and play well with others.	87
Demonstrate appropriate social and classroom behavior.	87
Show interest in others; exchange information with and request information from others appropriately.	87
Identify problems and conflicts commonly experienced by peers.	88
Identify approaches to resolving conflicts constructively.	88
Take turns fairly easily.	88
Understand that hurting others is wrong.	88
Identify social norms and safety considerations that guide behavior.	88
Assert own rights and needs appropriately.	88
Identify a range of decisions that students make at school.	89
Make positive choices when interacting with classmates.	89
Identify and perform roles that contribute positively to one's classroom.	89
Identify and perform roles that contribute to one's family.	89

# Early Learning Benchmark Listing Ages 3-5

### Language Arts

Understand that pictures and symbols have meaning and that print carries a message.

Understand that reading progresses from left to right and top to bottom.

Identify labels and signs in the environment.

Identify some letters, including those in own name.

Make some letter-sound matches.

Predict what will happen next using pictures and content for guides.

Begin to develop phonological awareness by participating in rhyming activities.

Recognize separable and repeating sounds in spoken language.

Retell information from a story.

Respond to simple questions about reading material.

Demonstrate understanding of literal meaning of stories by making comments.

Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.

Show independent interest in reading-related activities.

Use scribbles, approximations of letters, or known letters to represent written language.

Dictate stories and experiences.

Use drawing and writing skills to convey meaning and information.

Listen with understanding and respond to directions and conversations.

Communicate needs, ideas and thoughts.

Seek answers to questions through active exploration.

Relate prior knowledge to new information.

Communicate information with others.

#### Mathematics

Use concepts that include number recognition, counting and one-to-one correspondence.

Count with understanding and recognize "how many" in sets of objects.

Solve simple mathematical problems.

Explore quantity and number.

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

Make comparisons of quantities.

Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

Construct a sense of time through participation in daily activities.

Show understanding of and use comparative words.

Incorporate estimating and measuring activities into play.

Sort and classify objects by a variety of properties.

Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.

Begin to order objects in series or rows.

Participate in situations that involve addition and subtraction using manipulatives.

Describe qualitative change, such as measuring to see who is growing taller.

Recognize geometric shapes and structures in the environment.

Find and name locations with simple words, such as "near".

Represent data using concrete objects, pictures, and graphs.

Make predictions about what will happen next.

Gather data about themselves and their surroundings.

#### Science

Uses senses to explore and observe materials and natural phenomena.

Collect, describe and record information.

Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation.

Become familiar with the use of devices incorporating technology.

Investigate and categorize living things in the environment.

Show an awareness of changes that occur in themselves and their environment.

Describe and compare basic needs of living things.

Make comparisons among objects that have been observed.

Describe the effects of forces in nature (e.g. wind, gravity and magnetism).

Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy).

Participate in recycling in their environment.

Identify basic concepts associated with night/day and seasons.

Begin to understand basic safety practices.

Express wonder and ask questions about their world.

Begin to be aware of technology and how it affects their lives.

#### Social Science

Recognize the reasons for rules.

Participate in voting as a way of making choices.

Develop an awareness of roles of leaders in their environment.

Identify community workers and the services they provide.

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

Recall information about the immediate past.

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 motor skills.

Engage in active play using fine motor skills.

Coordinate movements to perform complex tasks.

Follow simple safety rules while participating in activities.

Participate in developmental activities related to physical fitness.

# Illinois Early Learning Standards Kindergarten Project Team

Kay Henderson Division Administrator

Early Childhood Education
Illinois State Board of Education

#### **Authors**

Juana Burchell Illinois State Board of Education
Chris Estes Rockford Public Schools
Shelby King Illinois State Board of Education
Dianne Larson Rockford Public Schools
Cindy Maynard Rockford Public Schools

Brian Michalski Illinois Resource Center: Early Childhood

Donna Nylander Indian Prairie School District
Becky Phillips Illinois State Board of Education
Pam Reising-Rechner Illinois State Board of Education
Janet Rivett Indian Prairie School District
Timika Rutherford Peoria School District

Jodi Scott Region Office of Education #27

Nicole Seward

Mary Suddarth

Kathy Welsh

Connie Wrigley

Dallas City CUSD

Mt. Vernon, Illinois

Peoria School District

Decatur Public Schools

#### **Expert Reviewers**

Angela Andrews, M.Ed. National Louis University
Dr. Kathy Barclay Western Illinois University

Dr. Lilian Katz University of Illinois-Champaign

Dr. Samuel Meisels Erikson Institute

Hamlet Meneses Vamos Todos, CEO & Founder
Dr. Robert Rockwell Southern Illinois University
Dr. Bill Searcy Southern Illinois University
Dr. Elizabeth Sherwood Southern Illinois University

Dr. Stephen Virgilio Adelphi University, NY

### Participating School Districts & Programs

Abingdon CUSD 217 Ahadi Early Learning Center, Chicago Alsip-Hazelgreen-Oaklawn SD 126 Altamont CUSD 10 Armstrong-Ellis CCSD 61 Athens CUSD 213 Aurora West CUSD 129 Avon CUSD 176 Barrington CUSD 220 Beecher City CUSD 20 Belvidere CUSD 100 Bement CUSD 5 Bond Co CUSD 2 Bourbonnais SD 53 Brookwood SD 167 Brown County CUSD 1 Bushnell-Prairie City CUSD 170 Cahokia CUSD 187 Canton Union SD 66 Carlyle CUSD 1 Carthage CUSD 338 CCSD 15 (Palatine) Central A & M CUD 21 Central CUSD 301 Cerro Gordo CUSD 100 Champaign CUSD 4 Charleston CUSD 1 Chester CUSD 139 Chicago Board of Education Chicago Heights SD 170 Chicago Ridge SD 127.5 Chinese American Service League

Chicago Heights SD 170
Chicago Ridge SD 127.5
Chinese American Service League
City of Chicago SD 299
Clay City CUSD 10
Collinsville CUSD 10
Country Club Hills SD 160
Crescent-Iroquois CUSD 249
Cuddle Care Child Care Center, Dolton
Dallas City CUSD 336

Damiansville Elem SD 62 Decatur SD 61 Deer Creek-Mackinaw CUSD 701 DeKalb CUSD 428 Delavan CUSD 703 DePue CUSD 103

Des Plaines CCSD 62 District 50 Schools, Washington Dixon USD 170 Dolton SD 149

Dolton SD 149
Downers Grove Grade SD 58
Dunlap CUSD 323
DuPage Children's Museum
Dwight Common SD 232
East Maine SD 63
Edwardsville CUSD 7
Effingham CUSD 40
Elmwood CUSD 322
Evanston CCSD 65

Farmington Central CUSD 265 Forest Ridge SD 142 Freeburg CCSD 70 Galesburg CUSD 205 Genoa Kingston CUSD 424 Gifford CCSD 188

Gillespie CUSD 7 Good Shepherd Lutheran School, Pekin Goreville CUSD 1 Hamilton Co CUSD 10

Harlem CUSD 122 Hartsburg-Emden CUSD 21 Harvard CUSD 50 Harvey SD 152 Hawthorn CCSD 73

Hillsboro CUSD 3 Hinckley-Big Rock CUSD 429 Hinsdale CCSD 181

Homewood SD 153 Hoover-Schrum Memorial SD 157 Hutsonville CUSD 1

Hoover-Schrum Memoria Hutsonville CUSD 1 Illini Bluffs CUSD 327 Indian Creek CUSD 425 Irvington CCSD 11 Jacksonville SD 117 Jasper CCSD 17 Johnsburg CUSD 12 Joliet Public SD 86 Kings CSD 144 Kirby SD 140 La Grange SD 105 La Harpe CUSD 303 La Salle Elem SD 122 Lansing SD 158 LeRoy CUSD 2

LeRoy CUSD 2 Libertyville SD 70 Lisbon CCSD 90 Ludlow CCSD 142 Mahomet-Seymour CUSD 3

Manteno CUSD 5 Marengo-Union Elem Cons Dist 165

Mascoutah CUSD 19 Mendota CCSD 289 Meridian CUSD 101 Minds Over Matter

– Child Care Center, Inc., Harvey
Moline CUSD 40
Monmouth-Roseville CUSD 238

Murphysboro CUSD 186 New Pisgah Day Care Center, Chicago

New Simpson Hill CCSD 32 Nokomis CUSD 22

Norris City-Omaha-Enfield CSD 3 Northwestern CUSD 2 Norwood Elem SD 63 Oglesby Elem SD 125 Ohio CCSD 17 Okaw Valley CUSD 302 Oregon CUSD 220 Orion CUSD 223

Paw Paw CUSD 271 Pawnee CUSD 11 Payson CUSD 1 Pekin SD 108 Pembroke CCSD 259 Peoria Heights CUSD 325 Peoria SD 150 Pikeland CUSD 10 Pleasant Hill SD 69 Princeton SD 115 Prospect Heights SD 23 Queen Bee Schools, District 16

Quincy SD 172
Riverton CUSD 14
Riverview CCSD 2
Rook Island/Milan SD 41
Rockford SD 205
Sandwich CUSD 430
Sangamon Valley SD 9
Sauk Village CCSD 168
Schaumburg CCSD 54
Shirland CCSD 134
Signal Hill SD 181
Skokie SD 69
Skokie SD 69
Skokie SD 73.5
South Reloit CUSD 320

South Beloit CUSD 320 South Fork SD 14 Southern Will County Coop (SOWIC)

Sparta CUSD 140 SPEED Sp Ed Joint Agreement Dist 802 Spoon River Valley CUSD 4 Springfield SD 186

St Albert the Great, Burbank
St Clair Co ROE 50
St John the Baptist School, Red Bud

St John the Baptist School, R St Joseph CCSD 169 St Luke School, River Forest Sterling CUSD 5 Stockton CUSD 206 Supplying SD 171

Stockton CUSD 206 Sunnybrook SD 171 Sycamore CUSD 427 Taylorville CUSD 3 Tolono CUSD 7 Tremont CUSD 702 Triad CUSD 2 Under Carrey's Care, Riverdale

United CUSD 304 Urbana SD 116 Valley View CUSD 365U Valmeyer CUSD 3 Vandalia CUSD 203

Warrensburg-Latham CUSD 11 Waverly CUSD 6 West Chicago Elem SD 33 Westmer CUSD 203 Westmort CUSD 201

Westmont CUSD 201 Wheatland Salem Preschool, Naperville Wilmington CUSD 209U

Winfield Public SD 34 Wood Dale SD 7 Woodridge Elem SD 68 Woodstock CUSD 200 Worth SD 127



#### ILLINOIS STATE BOARD OF EDUCATION

MAKING ILLINOIS SCHOOLS SECOND TO NONE

100 North First Street, Springfield, Illinois 62777-0001 www.isbe.net