

★ Mother Goose Time ★

Developmental Continuum of Skills

A QUICK REFERENCE



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Social and Emotional Development	
1 Self Concept	1.1 Expresses preference
	1.2 Takes responsibility
	1.3 Identifies and manages feelings
2 Self Direction	2.1 Follows rules and routines
	2.2 Maintains attention
	2.3 Transitions and adapts
3 Social Relationships	3.1 Builds positive relationships
	3.2 Cooperates
	3.3 Cares and responds to others

Physical Development	
4 Gross Motor	4.1 Builds strength and balance
	4.2 Coordinates large movements
5 Fine Motor	5.1 Controls small movements
	5.2 Uses drawing/writing tools
6 Health and Safety	6.1 Makes healthy food and exercise choices
	6.2 Practices good hygiene
	6.3 Demonstrates safe practices

Language and Literacy	
7 Listening Comprehension	7.1 Comprehends spoken language
	7.2 Follows verbal directions
8 Communication	8.1 Communicates ideas
	8.2 Speaks in sentences
9 Vocabulary	9.1 Builds vocabulary
10 Phonological Awareness	10.1 Hears small units of sound
	10.2 Identifies rhyme and alliteration
11 Concepts of Print	11.1 Demonstrates print knowledge
12 Letter/Word Recognition	12.1 Identifies letters and words
	12.2 Makes letter-sound connections
13 Reading Comprehension	13.1 Responds to text
	13.2 Retells, asks and answers questions
14 Emergent Writing	14.1 Writes name, words and sentences
	14.2 Expresses through writing

Second Language Acquisition	
34 Approach to Second Language Acquisition	34.1 Participates using target language
	34.2 Demonstrates initiative with target language
35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language
36 Communication in Second Language	36.1 Uses target language to communicate

Mathematics and Reasoning	
15 Number Concepts	15.1 Identifies numerals
	15.2 Counts to determine quantity
	15.3 Understands operations
16 Shapes	16.1 Identifies shapes
	16.2 Manipulates parts and wholes
17 Spatial Awareness	17.1 Flips and rotates objects
	17.2 Determines object location
18 Patterns and Sorting	18.1 Identifies and creates patterns
	18.2 Matches, sorts and charts
19 Measurement	19.1 Estimates and measures
	19.2 Compares and seriates
20 Logic	20.1 Solves problems

Creative Development	
30 Music	30.1 Develops rhythm and tone
	30.2 Expresses through music
31 Dance and Movement	31.1 Develops dance and movement techniques
	31.2 Expresses through dance and movement
32 Visual Arts	32.1 Develops artistic techniques
	32.2 Expresses through visual arts
33 Drama	33.1 Participates in dramatic play
	33.2 Uses and creates props

Social Studies	
21 Families and Communities	21.1 Identifies community and family roles
	21.2 Explores cultures and traditions
	21.3 Respects diversity
22 Civics and Economics	22.1 Understands citizenship
	22.2 Understands concepts of trade
23 Geography	23.1 Identifies types of places
	23.2 Uses maps
24 History	24.1 Describes past events

Science	
25 Scientific Reasoning	25.1 Inquires and predicts
	25.2 Observes and experiments
	25.3 Evaluates and infers
26 Life Science	26.1 Identifies basic needs
	26.2 Classifies organisms
27 Physical Science	27.1 Identifies properties of matter
	27.2 Explores forces and motions
28 Earth Science	28.1 Identifies weather and climates
	28.2 Explores ecosystems
29 Technology	29.1 Explores technology

Assessment and Curriculum

Development is gradual and reflects cumulative influences over time. Each child's learning journey is unique. This Developmental Continuum of Skills (DCOS) is a research-based tool that will help you identify where a child is on his path of learning. This booklet is an excerpt of the complete Experience Early Learning Research Foundation book.

The skills and learning goals in this book are grouped into eight domains:

1. Social and Emotional Development
2. Physical Development
3. Language and Literacy
4. Mathematics and Reasoning
5. Social Studies
6. Science
7. Creative Development
8. Second Language Acquisition



The first four domains represent the core areas of child development (social-emotional, physical, and cognitive). Domains five, six and seven are applied sciences, which focus on content learning that integrates the developmental curiosities and capabilities of the child. The eighth domain is an additional section to outline the learning goals for children who are in the process of acquiring a second language. It helps teachers monitor progress in the child's approach to learning in a new language, as well as receptive and expressive second-language skills.

Development is a dynamic process. Within the eight domains are 36 skills. Each skill defines a learning goal with a series of observable benchmarks that track ongoing development for that given skill from birth through primary levels.

This Developmental Continuum of Skills is based on biobehavioral shifts and offers measurable benchmarks that can be observed during meaningful experiences within a child's natural play or typical school routine.

Social and Emotional Development

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 1 Self Concept	1.1 Expresses preference	Responds to name and explores self in mirror.	Repeats actions to obtain similar preferred results.	Expresses likes and dislikes.
	1.2 Takes responsibility	Responds as caregiver takes care of his/her needs.	Participates in daily routines or familiar activities.	Asserts a desire to start or end an activity. Asks for help.
	1.3 Identifies and manages feelings	Calms with support from caretaker.	Shows a range of emotions with facial expressions and gestures. Soothes self.	Experiments and role-plays with a range of emotions.
2 Self Direction	2.1 Follows rules and routines	Reacts to tone of voice and expression.	Cooperates during familiar routines and redirection.	With prompting, follows rules and routines.
	2.2 Maintains attention	Focuses for a short time when others interact with him/her.	Attends to what others are looking at or pointing to.	Focuses on an engaging activity for a short period of time independently or with an adult.
	2.3 Transitions and adapts	Reacts to changes in routine.	Responds to cues that signal a change in the daily routine.	Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers.
3 Social Relationships	3.1 Builds positive relationships	Connects with caregivers through eye contact and gentle touch.	Greets and stays near familiar people.	Plays side-by-side with a new or familiar person.
	3.2 Cooperates	Enjoys turn-taking games, such as peek-a-boo.	Mimics actions of others.	Helps or participates in an activity when asked.
	3.3 Cares for and responds to others	Reacts to others' behaviors and expressions.	Mimics facial expressions of others.	Demonstrates concern for someone who is sad or upset.

Social and emotional development refers to a child's ability to identify feelings, self-regulate and build relationships.

1 Self Concept is how a child thinks about himself. A strong sense of self supports emotional security, which enables a child to fully participate in learning experiences (Espinosa, 2002). Young children demonstrate self concept as they express preferences, take responsibility for their actions and manage their feelings.

2 Self Direction is a child's ability to regulate behavior and manage impulses. Self direction is a cornerstone of early childhood development (Shonkoff & Phillips, 2000). Young children demonstrate self direction by following rules and routines, maintaining attention and adapting.

Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
When given two to three options, chooses his/her most desired option.	Describes preferences of self and others.	Negotiates to attain personal preference in a situation.	Predicts how self and others might feel in a variety of situations and explains why.	Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences.
Initiates an activity and seeks help to complete it.	Independently completes a familiar activity and offers to help others with a similar activity.	Takes care of own needs and personal belongings.	Shows respect for others' personal space and belongings.	Takes care of self or another while considering the needs of the greater group.
Recognizes personal feelings. Controls impulses with reminders.	Names some personal feelings and uses strategies to manage behavior.	Identifies and explains personal feelings. Describes appropriate responses.	Anticipates an emotional response that may result from a given situation.	Applies strategies for managing own emotions and behaviors.
Follows rules and routines. Expresses feelings about fairness.	Explores personal limits. Identifies when others are or are not following familiar rules and routines.	Participates in setting, defining and following rules.	Explains why rules and regulations are important and what might happen if they are not followed.	Follows explicit and implied rules in various situations with few reminders.
Practices or repeats an activity many times until successful.	Sustains focus for at least five minutes, persisting even if there are problems or distractions.	Sustains focus for at least ten minutes even if there are distractions.	Sustains focus for at least thirty minutes even if there are distractions.	Sustains focus for forty-five minutes even if there are distractions.
Recognizes when the typical routine is not followed and identifies the change.	With support, negotiates ways to handle non-routine transitions.	Transitions from one activity to the next and helps others through the transition.	Describes strategies to adjust and calm one-self in new or stressful situations.	Adapts to new situations quickly and with minimal stress.
Joins a group and participates in group play.	Initiates play, conversations and interactions with one or more persons.	Begins to describe friendships and other meaningful relationships.	Describes qualities of positive relationships and ways to build them.	Describes different types of relationships such as those with family, with friends and with teachers.
Plays cooperatively with others and begins to share. Asks adult to help solve social problems.	Seeks out opportunities to help others. Tries to solve own social problems.	Suggests solutions to group problems or challenges.	Fulfills personal roles and responsibilities when working in a group.	Works collaboratively and flexibly within a group.
Explains a reason why someone may be happy or sad.	Tries to comfort and assure familiar children or adults.	Identifies feelings of others and responds accordingly.	Shows empathy.	Encourages others to care for, include or help another person.

3 Social Relationships A child's ability to build positive relationships with both adults and peers is important to social-emotional development and success in school (Shonkoff & Phillips, 2000). Children build social competence through observation as well as by comparing their own beliefs with those of others. The ability to interpret and understand others begins at birth and evolves into a complex "theory of mind" (Thompson, Goodvin, & Meyer, 2006). Theory of mind is the capacity to create theories about what another person might be thinking and to formulate opinions around what might be true or untrue about what that person may be thinking or trying to communicate. Young children demonstrate social relationship skills by connecting, cooperating, caring and responding to the needs of others.



Physical Development

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 4 Gross Motor	4.1 Builds strength and balance	Sits independently and pulls self into a standing position.	Walks and climbs.	Runs and balances on a wide beam.
	4.2 Coordinates large movements	Kicks or grabs from a seated or laying position.	Carries, drags, kicks and tosses objects.	Throws objects in an intended direction. Catches objects against body.
5 Fine Motor	5.1 Controls small movements	Reaches for objects in sight.	Manipulates objects with purpose, such as feeding self with a spoon.	Opens, closes, twists and pulls objects.
	5.2 Uses drawing/writing tools	Picks up small objects with thumb and pointer finger (pincher grasp).	Purposefully grasps and releases objects. Makes random marks with writing tools.	Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks.
6 Health and Safety	6.1 Makes healthy food and exercise choices	Cries when hungry or tired.	Communicates when hungry, thirsty, or tired.	Anticipates the need to eat, rest and drink.
	6.2 Practices good hygiene	Receives appropriate healthcare from caregivers.	Recognizes the difference between dirty and clean. Points to body parts when prompted.	With help, participates in healthy habits and healthcare routines. Names body parts.
	6.3 Demonstrates safe practices	Expresses distress when needs are not met.	Responds to possible dangers in environment and avoids them when prompted.	Follows simple safety rules.

Physical development refers to a child’s gross and fine motor skills. The child also requires adequate nutrition and fitness levels to support healthy growth and motor development.

4 Gross Motor function is a child’s ability to manipulate and control large movements, especially trunk, arm and leg movements. It includes traveling movements such as crawling, walking and sweeping movements used to act on objects in the environment. The development of gross motor skills is paramount to a child’s physical abilities, as well as linked to social, emotional and executive function development (Bobbio, Gabbard, & Cacola, 2009; Stork & Sanders, 2008). Cross-curricular movement-based experiences invite children to build strength, balance and help them learn to coordinate large movements while simultaneously increasing confidence in social play, communication and reasoning skills (Sawyer, 2001). When evaluating gross motor skills, the factors to observe include strength, muscle tone, movement quality and range of motion.

5 Fine Motor skills involve the smaller muscles in the fingers, toes, eyes, wrists and ankles. Fine motor skills are used in actions such as drawing, writing, grasping objects, waving and turning book pages. Fine motor skills are linked to early reading and literacy achievement (Reno, 1995).



Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Balances and hops on one foot.	Hops from one foot to the other. Begins to skip.	Skips confidently, gallops and slides side to side.	Leaps. Balances on a variety of objects.	Uses conditioning methods to strengthen muscles and increase endurance.
Throws both overhand and underhand. Catches or kicks moving objects.	Coordinates multiple movements in simple sequences.	Changes direction and speed of movement.	Kicks or strikes moving objects with aim and accuracy. Stops at a boundary.	Coordinates multiple complex movements in continuous play.
Snips with scissors. Strings large beads.	Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces.	Follows an outline with scissors. Ties shoes and dresses self.	Threads small beads. Stacks small objects.	Beads, grasps and stacks objects of all sizes with speed and accuracy.
Uses fingers to grasp and manipulate drawing/writing tools with increasing control.	Uses a mature tripod grip with drawing/writing tools.	Consistently uses mature tripod grip with drawing/writing tools.	Legibly prints letters, numbers, and symbols.	Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings.
Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play.	Identifies food groups and sorts food. Chooses between two appropriate food options or rest options.	Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders.	Explains the importance of nutrition, exercise and rest in maintaining wellness.	Explains how feeling well is related to proper nutrition, exercise and rest.
Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain.	Explains how germs spread and simple strategies for preventing the spread.	When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions.	Describes the functions of basic organs. Maintains personal hygiene with few reminders.	Describes how to deal with health concerns of self and others.
Identifies dangerous situations and seeks out help.	Describes reasons for safety rules and reminds others to follow them.	Applies general safety rules to a variety of everyday situations with little prompting.	Identifies emergency situations. Describes how to get help and behave during them.	Takes appropriate initiative in dangerous and emergency situations.

6 Health and Safety Children require good nutrition, water, sleep and a safe environment to grow and develop. As children develop, they explore their bodies, wonder about gender and gain self-care strategies, such as toileting, teeth-brushing and maintaining physical health through diet and exercise. Childhood health and nutrition are strongly correlated with educational achievement (Behrman, 1996). Young children demonstrate their understanding of health and safety by making healthy food choices, practicing good hygiene and demonstrating safe practices.



Language and Literacy

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 7 Listening Comprehension	7.1 Comprehends spoken language	Turns head toward the person speaking and makes gestures and/or vocalizations in response.	When prompted, identifies familiar people or objects.	Responds to simple statements and questions.
	7.2 Follows verbal directions	Responds to conversation in environment and imitates actions.	With prompts and gestures, follows a one-step direction.	Follows related two-step directions given verbally.
8 Communication	8.1 Communicates ideas	Uses vocal sounds and gestures to communicate.	Uses a few words and word-like sounds to communicate.	Communicates needs, desires and ideas using simple sentences.
	8.2 Speaks in sentences	Duplicates single sounds.	Says one- to two-word sentences.	Says two- to four-word sentences and repeats short phrases.
9 Vocabulary	9.1 Builds vocabulary	Makes noises and gestures to communicate.	Repeats words heard frequently in environment.	Identifies familiar people, places, and objects. Asks what a specific person or object are called.
10 Phonological Awareness	10.1 Hears small units of sound	Babbles and vocalizes using sound, volume and inflection.	Imitates sounds and tones.	Shows awareness of separate words in spoken language.
	10.2 Identifies rhyme and alliteration	Hears rhyming songs and games.	Repeats the last word in familiar rhymes when prompted.	Suggests a missing rhyming word within a poem or song.
11 Concepts of Print	11.1 Demonstrates print knowledge	Looks or points to pictures and opens/closes books.	Recognizes if pictures are right-side up. Turns pages from front to back of book.	Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page.
12 Letter/Word Recognition	12.1 Identifies letters and words	Looks for familiar people and objects when given their names.	Identifies a familiar object or person when shown a drawing or photo.	Recognizes the difference between pictures, letters and numbers in print.
	12.2 Makes letter-sound connections	Babbles or repeats sounds.	Points at words printed on a page and pretends to read aloud.	Recognizes the sound of the first letter in his/her name.
13 Reading Comprehension	13.1 Responds to text	Interacts by reaching or patting when a book is read.	Points to pictures and repeats words from familiar stories.	Talks about pictures and ideas in familiar stories.
	13.2 Retells, asks and answers questions	Holds book and looks intently at each page.	Answers "Where is...?" questions by pointing.	Answers "What...?" questions about stories and books. Recalls the name of the main character.
14 Emergent Writing	14.1 Writes name, words and sentences	Grips a writing utensil and uses it with help.	Makes continuous marks with writing tools.	Writes letter-like forms and creates his/her own symbols.
	14.2 Expresses through writing	Explores writing materials.	Makes marks or handprints on paper.	Scribbles or draws marks as a representation of an object or person.

Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Listens to a story or request and then responds appropriately.	Expands on stories and information shared orally.	Asks and answers general questions about information or stories shared orally.	Asks or answers specific questions about key details from information or stories shared orally.	Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally.
Follows unrelated two-step directions given verbally.	With prompting, follows multi-step directions given verbally.	Follows multi-step directions given verbally.	Remembers and follows previous rules or directions shared verbally.	Responds to verbal statements that have implied directions or requests.
Asks simple questions and stays on topic for two to three exchanges.	Tells stories and engages in conversations through multiple exchanges.	Explains thoughts about familiar people, places and events.	Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion.	Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion.
Speaks in sentences but does not always follow grammatical rules.	Speaks in simple complete sentences. Uses question words in speech.	Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions.	Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.	Uses common irregular plural nouns and conjugated verbs.
Describes familiar people, places and objects. Seeks additional words for new ways to describe.	Includes new and technical words in everyday conversations. Asks what unfamiliar words mean.	Uses new or technical words learned in conversations or through reading. Compares words and their meanings.	Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word.	Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words.
Identifies words that have a similar beginning sound.	Identifies the beginning and ending sounds of words.	Counts syllables in spoken words. Isolates and pronounces the sound of each syllable.	Identifies and isolates individual sounds heard in one-syllable words.	Manipulates, substitutes and deletes sounds in words.
Identifies when two words rhyme or don't rhyme.	Suggests a series of rhyming words when given a word.	Explains which sound of given word is the rime and which sound is the onset.	Recognizes blends, digraphs, letter patterns and simple word families.	Manipulates syllables in words, including prefixes and suffixes.
Identifies letters, words, spaces and some punctuation. Follows the direction of text.	Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line.	Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation.	Explains the difference between books that tell stories and those that give information.	Describes the overall structure of a story, including the introduction, problem and conclusion.
Recognizes some common words in print; such as their his/her name, mom, dad or stop.	Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print.	Reads high frequency sight words.	Reads and decodes root words with inflectional endings (e.g. ed, ing, s).	Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words.
Identifies six to seven letters and their sounds.	Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words.	Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words.	Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends.	Applies phonics strategies and word analysis skills to decode unfamiliar words.
Anticipates what come next in familiar stories. Expresses likes or dislikes within the story.	Relates to the characters or events of the story and shares a similar experience or object from own life.	With support, compares similarities between two texts.	Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts.	Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts.
Participates with others in the retelling of a story by pointing at pictures or role-playing with props.	Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events.	With prompting, answers questions about characters and setting. Retells major events of a story in sequence.	Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story.	Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story.
Attempts to print or copy familiar symbols and letters, especially those that are in own name.	Prints first name. Copies print. Uses inventive spelling.	Prints first and last name. Prints upper and lower case letters appropriately.	Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling.	Writes simple and compound sentences. Uses commas. Checks and corrects spelling.
Draws lines, circles or shapes and explains who or what they represent.	Uses a combination of drawing, dictating and writing to express and record an event or idea.	Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing.	Writes a string of simple sentences to tell a story or share information. Provides a concluding statement.	Writes ideas or groups information in logical order. Uses descriptive words in writing.

See next page for skill definitions.

Language and Literacy

Language and Literacy skills refer to a child's ability to communicate and connect with others through listening, speaking, reading and writing.

7 Listening Comprehension is a child's ability to hear, understand and act on verbal language. It includes a child's receptive language skills, as well as interpretation of oral interactions. Listening comprehension is strongly correlated with reading comprehension (Florit, Roch, & Levorato, 2011). Young children demonstrate listening comprehension by comprehending spoken language and following verbal directions. Listening is the first language mode that children acquire and serves as a foundation for all aspects of language and cognitive development (Hyslop & Tone, 1988).

8 Communication is a child's ability to use language, especially oral or sign language, to convey ideas, thoughts and feelings to others. It includes the ability to produce the sounds that make up a language as well as contextual and grammatical understanding of that language. This enables children to use language to communicate with others effectively. Children with poor speech and language are at a higher risk for later literacy difficulties, and are more likely to underachieve (Snowling, Hulme, Bailey, Stothard, & Lindsay, 2011).



11 Concepts of Print are a child's understanding of the elements and rules of written language. It includes the understanding of books, letters, words, directionality, punctuation and the understanding that print has meaning. Print awareness is a predictor of successful reading skills (Snowling & Hulme, 2005).

12 Letter and Word Recognition is the ability to identify the names of letters and their associated sounds. It includes alphabetic knowledge, decoding and phonic skills. Phonemic awareness and letter knowledge are highly correlated with later reading accuracy and fluency (Brand, 2006).

9 Vocabulary A child's vocabulary is the number of words a child knows (receptive vocabulary) and can use effectively (expressive vocabulary). It also encompasses a child's ability to learn and incorporate new words into working vocabulary. A strong vocabulary enables a child to understand and communicate more effectively. Early vocabulary development is an important predictor of success in reading (Neuman & Dickinson, 2001).

10 Phonological Awareness is a child's understanding of the sound structures of language. It includes the ability to identify and manipulate phonemes, onsets, rhymes and syllables. Phonological awareness is closely related to reading skills, especially the acquisition of alphabetic skills, and is a strong predictor of later word identification (Bianco, Bressoux, Doyen, Lambert, Lima, Pellenq, & Zorman, 2010). Children who demonstrate strong phonological awareness have an easier time learning to read (Crim, Hawkins, Thornton, Rosof, Copley, & Thomas, 2008).



13 Reading Comprehension is a child's ability to understand and interpret written language. Young children demonstrate their reading comprehension by responding to text, retelling and asking and answering questions. Book discussions help young children develop the comprehension, phonological and graphemic skills necessary for reading (Sonnenschein & Munsterman, 2002).

14 Emergent Writing is a child's ability to convey ideas, thoughts and feelings by using symbols, especially through drawing and writing. It includes the ability to reproduce and independently construct letters, names and sentences. Early writing supports alphabetic knowledge, phonological awareness and print concepts (Diamond, Gerde, & Powell, 2008).

Mathematics and Reasoning

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
15 Number Concepts	15.1 Identifies numerals	Hears numbers in everyday context.	Recognizes the numeral one and sees other numerals around the room.	Recognizes numerals to three.
	15.2 Counts to determine quantity	Hears rote counting.	Verbally counts (not always in correct order).	Points to one object at a time while counting (not always in correct order).
	15.3 Understands operations	Looks for an object that is taken out of sight.	Demonstrates an understanding of one, two and more.	Creates groups of objects. Adds and removes to group as prompted.
16 Shapes	16.1 Identifies shapes	Manipulates objects that are a variety of shapes.	Matches two identical shapes.	Identifies a few basic shapes.
	16.2 Manipulates parts and wholes	Tries to put one object inside of another.	Fills container and then dumps out the contents.	Puts together two to three pieces to create a whole object.
17 Spatial Awareness	17.1 Flips and rotates objects	Plays with objects and toys that are a variety of shapes.	Purposely turns or spins objects.	Recognizes familiar objects that are up-side down and turns them right-sight up.
	17.2 Determines object location	Participates as caregiver raises arms or legs and says up/down.	Follows simple positional directions such as on/off, over/under and up/down.	When prompted, finds or places objects next to, between, in front of or behind self.
18 Patterns and Sorting	18.1 Identifies and creates patterns	Plays predictable activities with caregivers such as patty-cake and peek-a-boo.	Attempts to mimic vocal and physical patterns.	Copies patterns with two steps, such as red-blue, red-blue.
	18.2 Matches, sorts and charts	Recognizes familiar people and objects.	When shown one object, finds the match.	Sort objects by one feature, such as size or color.
19 Measurement	19.1 Estimates and measures	Recognizes when to use whole hand or just two fingers to pick up an object.	Explores size and weight of objects in relation to self.	Determines which object is bigger (heavier, longer) when given two objects.
	19.2 Compares and seriates	Picks up and puts down objects. Demonstrates an understanding of more.	Places objects in a line. Demonstrates an understanding of more, none and one.	Compares and orders two to three objects according to size, length, hue or weight.
20 Logic	20.1 Solves problems	Reacts to a problem and seeks a desired outcome.	Experiments with cause and effect.	Recognizes a problem and asks for help.

Math and Reasoning skills include a child's ability to count, understand number sense, manipulate objects in space, create patterns, sort, compare and measure.

15 Number Concepts involve a child's ability to identify, understand and manipulate numerals and quantities. This includes recognizing numerals, one-to-one correspondence, counting and simple operations (Clements & Sarama, 2009).

16 Shapes An understanding of shapes is a child's knowledge of form, dimension and composition of objects. It includes the ability to recognize, describe and manipulate the characteristics of shapes and forms.

17 Spatial Awareness is a child's understanding of space, dimension and how objects are positioned in relation to self and others. Spatial awareness is foundational in a child's concept of how objects fit in space and relate to other objects (Seefeldt & Galper, 2008).

Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Identifies numerals to five.	Identifies numerals to ten.	Identifies and writes numerals to twenty.	Identifies numerals to one hundred and understands place value to the hundreds place.	Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd.
Counts up to ten objects.	Counts up to twenty objects.	Counts to one hundred by ones and tens. Counts forward from a given number.	Counts in sequence to 120 from a given number. Uses manipulatives to group and count units.	Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty.
Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts.	Solves addition and subtraction problems within ten.	Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$).	Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false.	Solves for the unknown in one- and two-step addition or subtraction word problems. Explains problem-solving strategies.
Identifies four to six basic geometric shapes.	Describes basic and complex two- and three-dimensional shapes using own words.	Describes objects in the environment as two- and three-dimensional shapes.	Describes and draws defining features of shapes.	Identifies and draws complex shapes.
Uses a guide to put together six to twelve pieces to make a whole object.	Creates a whole object from many pieces without using a guide.	Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.	Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts.	Separates a shape into halves, thirds and fourths.
Matches two similar objects that are turned or positioned in different ways.	Identifies and corrects the orientation of familiar objects and symbols.	Identifies two- and three-dimensional shapes and symbols regardless of orientation.	Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry.	Determines when shapes have been slid, turned or flipped and describes the translation.
When prompted, finds or places objects next to, between, in front of or behind objects not related to self.	Explains the location of an object in relation to another object or person.	Makes simple maps or models to represent the location of objects.	Gives and follows positional instructions to find objects or places.	Uses representations, coordinate systems and maps to identify locations of objects or places.
Creates and extends two-step patterns.	Creates and extends three- and four-step patterns and plays complex memory games.	Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment.	Creates or extends increasing or decreasing patterns.	Develops and explains his/her own formula for creating a variety of patterns.
After sorting objects by one feature, sorts again by a different feature.	Sorts objects by more than one feature and explains why.	Identifies, sorts and classifies objects by at least two features.	Answers questions about data or objects sorted in up to three categories.	Uses graphs and charts to represent data sorted in up to four categories.
Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help.	Estimates (not always logically) size and volume. Measures and describes findings.	Makes logical estimates and uses measurement tools to check estimation.	Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours.	Tells time. Estimates length in inches, feet, centimeters or meters. Measures an object using a variety of measurement standards.
Orders multiple objects by one feature using process of elimination. Describes order using first, then and last.	Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events.	Orders multiple objects by two or more features. Orders events in time.	Compares the length of two objects by using a third object (the length unit). Orders three objects by length.	Compares and explains how much longer one object is than another using standard units of measurement.
Tries out many possible solutions to a problem.	Uses previous knowledge to determine which solution to try first when solving a problem.	Mentally eliminates possible solutions to a problem by thinking through their potential results.	Explains the sequence of his/her problem-solving strategy.	Solves hypothetical problems by connecting personal experiences to possible solutions.

18 Patterns and Sorting Patterns are repeating sequences such as AB, AABB, ABCD. Patterning and sorting are foundational math skills upon which many mathematical concepts are based. For example, multiplication and skip counting both require a proficiency in patterning.

19 Measurement encompasses concepts of estimation and measuring through the use of standard and non-standard tools. Children use measurement for predictions, sequencing and putting objects in order from smallest to largest.

20 Logic is a child's ability to use reasoning and problem-solving skills to draw conclusions and find answers to questions. Problem solving and reasoning are central to mathematic skills and develop through a process of assimilation and accommodation (Piaget, 1964).

Social Studies

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 21 Families and Communities	21.1 Identifies community and family roles	Responds to primary caregivers.	Recognizes the difference between a familiar and unfamiliar person.	Identifies familiar people and pets.
	21.2 Explores cultures and traditions	Is exposed to family traditions or cultural events.	With help, participates in family traditions and customs.	Recognizes familiar symbols or artifacts of family traditions or customs.
	21.3 Respects diversity	Sees diverse features of people in books, toys and media.	Explores people and their features side by side in a book or a mirror.	Identifies physical similarities and differences between self and others.
22 Civics and Economics	22.1 Understands citizenship	Attends to others in immediate environment.	Participates in communal activities.	Recognizes and attends to authority figures.
	22.2 Understands concepts of trade	Grasps and releases objects.	Expresses a desire for an object or action. Says me, mine.	Recognizes ownership of familiar objects.
23 Geography	23.1 Identifies types of places	Responds to changes in the immediate environment.	Recognizes familiar places.	Identifies a variety of familiar places, such as the store, car, home or Grandma's.
	23.2 Uses maps	Navigates within a familiar environment.	Finds ways to move around obstacles in a familiar environment.	Follows a path.
24 History	24.1 Describes past events	Focuses on interactions with others for a short time.	Observes events and begins to participate.	Describes events as they happen. Uses words such as first, then.

Social Studies skills refer to a child’s ability to understand oneself in relation to the surrounding world. It includes exploration of roles, responsibilities and cultural traditions.

21 Families and Communities Children belong to many different communities: family, friends, gender group, classroom, church, town and nation. Social roles include an understanding of expected behaviors within each of these groups as well as an understanding of family member roles and responsibilities, community jobs, gender and racial identity. Children internalize society’s rules and cultural norms pertaining to their various communities. They learn about race and class in the same way that they learn cultural rules about relating to others based on other characteristics (Van Ausdale & Feagin, 2001).

22 Civics and Economics skills are a child’s knowledge of the familiar governing and trading systems of a community. It includes an understanding of how people work with others, make group decisions or set rules to protect each other and to meet needs. These skills prepare children to participate in democracy and to live together as good citizens (Maxim, 2010).



Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Describes family members and their relationship to self. Identifies and role-plays familiar community helpers.	Identifies roles of self and others and describes the job each may do.	Compares roles, rules and responsibilities between different groups.	Describes how roles and responsibilities or families and groups change over time.	Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities.
Describes the routines, familiar stories, traditions, foods and celebrations of own family and community.	Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures.	Explains the meaning and importance of traditions and customs of other people.	Compares diverse cultures and traditions.	Names influential people and events that have impacted familiar cultures and traditions.
Interacts with peers who look, learn, believe or move differently.	Asks questions about how others live, eat, play and believe.	Explains how individuals, families and cultures differ.	Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly.	Demonstrates respect for people who look differently and have differing abilities or traditions.
Follows familiar rules and helps make group decisions.	Applies familiar rules and suggests new rules in a variety of situations.	Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions.	Identifies individual rights. Determines if rules support the common good.	Describes different levels of government (local, state, national). Makes democratic decisions.
Asks before taking an object that does not belong to self. Offers a toy or object to another person.	Explores the use of trade to receive objects or services.	Exchanges money, goods or services for other goods or services.	Describes ways one might use money, goods or services.	Explains how and why people work together in trade to get what they need and want.
Identifies different types of water bodies, streets, buildings and landmarks in own community.	Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks.	Compares the geographic features of own community to another community.	Identifies and describes various types of landforms and natural resources.	Explains how the physical features and characteristics of an environment affect how people live.
Recognizes symbols and landmarks.	Identifies what is represented on a map. Draws pictures of current location.	Recreates a map of something s/he cannot immediately see.	Locates familiar places on maps. Uses cardinal directions to follow and give directions.	Uses a variety of maps to gather information.
Recalls information and events from the past.	Uses language of time to describe familiar sequences of events.	Retells historical, fictional or past events or stories.	Compares and contrasts current and historical conditions of familiar environments.	Describes relationships between past events and current conditions. Explains why it is important to understand historical events.

23 Geography skills are a child's ability to identify, describe and navigate places. Young children begin to develop these skills by exploring their immediate environment. With an increase of symbolic thinking, children are able to understand that maps are representations of larger places. Geography skills help children understand the features and characteristics of Earth, and how these things influence daily life (Jantz & Seefeldt, 1999).

24 History Knowledge of history is a child's understanding of events that have happened in the past. By applying sequencing, measurement and cause-effect skills, a child connects past occurrences to current conditions (Jantz & Seefeldt, 1999). "Without history, a society shares no common memory of where it has been, of its core values, and what past decisions account for present conditions" (Bredenkamp & Rosegrant, 1992, p. 116).

Science

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 25 Scientific Reasoning	25.1 Inquires and predicts	Looks for a person or toy that has moved out of sight.	Asks one- to two-word questions.	Identifies personal interests and seeks more information.
	25.2 Observes and experiments	Explores cause and effect.	Uses senses to explore environment.	Investigates an object or group of objects in multiple ways.
	25.3 Evaluates and infers	Reacts to changes.	Recognizes objects, actions, sounds or people associated with a common use or routine.	Shares discoveries with others.
26 Life Science	26.1 Identifies basic needs	Responds when physical needs are not met.	Participates in taking care of some personal needs, such as feeding self.	Describes basic personal needs.
	26.2 Classifies organisms	Recognizes self as being separate from others.	Identifies and names familiar people, characters and animals.	Groups living things by common characteristics.
27 Physical Science	27.1 Identifies properties of matter	Uses senses to explore objects in immediate environment.	Reacts to changes in texture, smell, sound or sight.	With support, sorts objects by physical characteristics.
	27.2 Explores forces and motions	Kicks feet or shakes arms to make other objects move.	Uses body to push or pull toys.	Explores motion by moving, rolling, blowing on or dropping a toy.
28 Earth Science	28.1 Identifies weather and climates	Reacts to weather changes in immediate environment.	Understands hot and cold. Points at clouds and explores the feel of rain and wind.	Notices changes in temperature or weather in the immediate environment.
	28.2 Explores ecosystems	Explores immediate environment using senses.	Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment.	Identifies familiar animals, plants or rocks in immediate environment.
29 Technology	29.1 Explores technology	Explores simple tools such as toys and spoons.	Begins to use simple tools purposefully, such as using a spoon to feed self.	Explores movable parts on toys and tools. Uses on and off switches.

Science skills include a child’s ability to inquire, predict and evaluate observations. They support a child’s ability to explore everyday life, physical properties and to make sense of concepts such as weather, natural habitats and technology.

25 Scientific Reasoning is a child’s ability to use the scientific process to inquire, hypothesize, observe, experiment, record, evaluate and infer. It includes planning and carrying out scientific experiments and investigations. Scientific reasoning enables children to look at and evaluate the world critically and scientifically.

26 Life Science Knowledge in life science allows children to understand the needs and characteristics of living organisms. It includes the ability to distinguish living from non-living things as well as classify living organisms. An understanding of life science helps children learn how all living creatures are interrelated and dependent on each other.

Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
When given a question, guesses a possible answer or outcome.	Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes.	Predicts multiple outcomes to a question or situation and explains personal reasoning.	Inquires about a scientific phenomenon and explains which prediction seems most probable.	Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge.
Observes and describes actions or changes that occur to familiar objects and people.	Explores scientific phenomenon and records observations by drawing.	Gathers information or experiments to prove/disprove a hypothesis.	Experiments or gathers information. Records findings in tables, charts or diagrams.	Conducts an experiment multiple times. Records observations and makes personal notes.
Uses past knowledge to explain observed changes.	Describes and compares observations of scientific phenomenon.	Uses information and observations to verify a prediction.	Uses prior knowledge and gathered information to make simple inferences.	Evaluates gathered information to explain a scientific phenomenon.
Meets most personal needs independently. Demonstrates an understanding that all people have needs.	Recognizes that all living things have similar basic needs. Distinguishes between needs and wants.	Describes how living things attain what they need to survive.	Describes how an organism's features and surroundings help it survive.	Describes threats and challenges that living things must overcome to survive.
Identifies if an object can grow, eat or move.	Sorts organisms as living or non-living and explains why.	Describes the features of living things and groups them by similar features.	Explains the purpose of specific features for various groups of organisms.	Explains the relationships between a variety of species and how they fit within a larger group of animals or plants.
Describes basic physical properties of objects and materials in immediate environment.	Manipulates matter and observes any physical changes that may occur.	Classifies and sorts materials by a variety of physical properties.	Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states.	Describes characteristics of solids, liquids and gases. Explains how matter changes states.
Explains how common vehicles, animals and people move. Sorts objects by type of movement.	Experiments with and explains invisible forces (ramps, magnets, etc.).	Experiments and compares the movement of various objects on a variety of surfaces.	Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets.	Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects.
Identifies the climate and weather in the immediate environment.	Explains how weather and climate changes may affect personal life. Identifies the current season.	Explains that different places have different kinds of weather and climates.	Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns.	Describes how the Sun and movements of the Earth affect climate.
Describes what familiar animals eat and where they live.	Describes a habitat and its characteristics.	Describes how living things interact within a particular environment. Describes personal role in taking care of the environment.	Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem.	Explores a variety of ecosystems and identifies their organisms and characteristics. Defines strategies for preserving a variety of ecosystems.
Explores simple machines and interacts with simple electronic and screen toys.	Experiments with simple technology to solve problems or accomplish tasks.	Uses familiar tools and technology to produce a desired result or solve a specific problem.	Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.	Identifies which tools can best help save time, solve a problem or increase enjoyment.

27 Physical Science is a child's ability to identify, describe and explore physical properties and phenomena. It includes observing and recording physical characteristics, such as color, magnetic forces, motion and concepts such as gravity.

28 Earth Science is the child's understanding of ecosystems and climates. It includes concepts of natural habitats, weather patterns and the sun and moon.

29 Technology is the use of tools to solve problems. It includes the ability to use specific technological apparatuses as well as the ability to experiment and create new uses of common tools.

Creative Development

Individual children develop at a unique pace.

Infant

Toddler

Skill	Goal	Benchmark A	Benchmark B	Benchmark C
 30 Music	30.1 Develops rhythm and tone	Responds to sounds.	Responds to changes in sound, rhythm, volume or melody.	Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice.
	30.2 Expresses through music	Makes sounds to communicate feelings.	Repeats words in familiar songs and attempts to sing.	Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects.
31 Dance and Movement	31.1 Develops dance and movement techniques	Moves body in a variety of ways.	Moves body purposely. Sways or bounces to music.	Follows the movements of others. Explores personal space and direction.
	31.2 Expresses through dance and movement	Uses body language to express feelings.	Uses purposeful gestures and body language to communicate.	Moves in own way to music and rhythm.
32 Visual Arts	32.1 Develops artistic techniques	Explores materials using gross motor movements and senses.	Uses hands and feet to explore a variety of media.	Explores a variety of artistic tools and media.
	32.2 Expresses through visual arts	Expresses emotions while exploring materials.	Scribbles, colors or paints intentionally on paper.	Uses materials to create shapes and symbols.
33 Drama	33.1 Participates in dramatic play	Imitates simple movements and facial expressions.	Mimics observed behaviors and words.	Uses words, actions and props to pretend.
	33.2 Uses and creates props	Responds to props or puppets.	Mimics the use of familiar objects.	Uses realistic toys as replacements for real objects. Distinguishes between real and pretend.

Second Language Acquisition

Because a second language can be acquired at anytime during life, these bench marks are based on fluency.

Skill	Goal	Pre-production	Early Production
 34 Approach to Second Language Acquisition	34.1 Participates using target language	Observes interactions in target language, but may not participate.	When prompted, uses gestures and words in target language to participate in group interactions.
	34.2 Demonstrates initiative with target language	Uses cues and gestures to understand interactions in target language.	Asks for repetition of target language to clarify understanding.
35 Comprehension of Second Language	35.1 Demonstrates comprehension of target language	Responds to cues, such as gestures and visualizations.	Responds to simple words and phrases in target language, especially in combination with other cues.
36 Communication in Second Language	36.1 Uses target language to communicate	Uses cues, gestures and visualizations to communicate.	Uses words and memorized phrases in target language to communicate.

Preschool

Pre-Primary

Primary

Benchmark D	Benchmark E	Benchmark F	Benchmark G	Benchmark H
Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction.	Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs.	Creates simple rhythm patterns. Controls pitch when singing a familiar song.	Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range.	Maintains rhythm in various meter groupings, Participates in call and response and two part rounds.
Uses voice, common objects or instruments to create music. Identifies self as a musician.	Uses voice or instruments to express feelings or to mimic sound effects.	Communicates ideas by creating rhythm and/or melody.	Interprets and compares many types of music.	Experiments and performs self-written music or rhythmic patterns.
Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song.	Follows a leader to perform a simple movement pattern.	Recalls a simple movement pattern and performs it individually or in a group.	Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance.	Creates simple movement sequences.
Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements).	Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas.	Expresses ideas, feelings and stories through creative movement.	Coordinates movements of self and others to create a cohesive dance or idea.	Describes how dances and movements express certain ideas or feelings.
Chooses an object or art tool to use with a given medium for a desired effect.	Uses artistic tools and media to create intentional designs or images.	Demonstrates a variety of techniques using a given tool or medium.	Uses various tools and techniques to achieve desired artistic results.	Compares artistic techniques and creations of many artists.
Makes choices throughout the artistic process.	Plans and seeks out materials to make a creation.	Creates arts to represent an idea or object. Explains how it was made.	Creates art to express ideas, thoughts and feelings.	Creates art and explains why and how s/he chose specific materials and techniques.
Plays a role in group dramatic play.	Assigns roles and plays out unscripted scenes in dramatic play.	With cues, performs a simple pre-planned drama.	Describes how a character may feel in a given situation, then integrates that emotion into performance.	Rehearses, memorizes and performs a short play.
Uses any object as a replacement for a realistic prop or real object.	Uses a combination of real and imaginary props or characters to play out a scene.	Creates a setting, characters and events to tell a story.	Plans a story and seeks out props to enhance a role or highlight details.	Plans a story and creates costumes, settings or props to create a mood or environment.

Speech Emergence	Intermediate Fluency	Advanced Fluency
Uses target language to actively participate, working around any language barriers.	Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers.	Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level.
Seeks explanations for unknown words and phrases in target language.	Asks questions in target language to clarify meanings of idioms and complex interactions.	Uses context clues and resources to clarify any misunderstandings.
Responds to simple stories and short discussions in target language.	Responds to stories, jokes and lengthy discussions in target language.	Demonstrates near-native comprehension of target language in all contexts.
Formulates sentences by combining familiar words and phrases in target language. May make frequent errors.	Uses increasingly complex linguistic structures in target language with minimal grammatical errors.	Uses target language effectively in all contexts.



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