IV. LANGUAGE AND LITERACY DOMAIN *

A. LISTENING AND UNDERSTANDING

1. Demonstrates understanding when listening
Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)
Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said

2. Increases knowledge through listening
Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge
Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

3. Follows Directions
Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions

B. SPEAKING

1. Speaks and is understood when speaking
Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

C. VOCABULARY

1. Shows an understanding of words and their meanings (receptive)
Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)
Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

2. Uses increased vocabulary to describe objects, actions and events (expressive)
Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)
Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

Benchmark c: Identifies unfamiliar words asking for clarification
Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings

D. SENTENCES AND STRUCTURE

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order

Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement **2. Connects words, phrases and sentences to build ideas**

Benchmark a: Uses sentences with more than one phrase
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships) **Benchmark c:** Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

E. CONVERSATION

1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems

Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)

2. Asks questions, and responds to adults and peers in a variety of settings
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations,

appropriately introduces new content and appropriately initiates or ends conversations

3. Demonstrates understanding of the social conventions of communication and language use Benchmark a: Demonstrates increased awareness of nonverbal conversational rules

Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)

Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)

F. EMERGENT READING

1. Shows motivation for and appreciation of reading
Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others **Benchmark b:** Makes real-world connections between stories and real-life experiences

Benchmark c: Interacts appropriately with books and other materials in a print-rich environment **Benchmark d:** Asks to be read to, asks the meaning of written text or compares books/stories
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials

2. Shows age-appropriate phonological awareness
Benchmark a: Distinguishes individual words within spoken phrases or sentences

Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”) **Benchmark c:** Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)

Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and

adult says “/c/” + “at,” child can select the picture of the cat)

3. Shows alphabetic and print knowledge

Benchmark a: Recognizes that print conveys meaning

Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

4. Demonstrates comprehension of books read aloud
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud

Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?”“How would you feel if you...?”)

G. EMERGENT WRITING

1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes) **Benchmark b:** Uses letter-like shapes or letters to write words or parts of words
Benchmark c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters

V. MATHEMATICAL THINKING DOMAIN *

A. NUMBER SENSE

1. Subitizes (immediately recognizes without counting) up to five objects
2. Counts and identifies the number sequence "1 to 31"
3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond) 4. Identifies the last number spoken tells ”how many” up to 10 (cardinality)
5. Constructs and counts sets of objects (one to 10 and beyond)
6. Uses counting and matching strategies to find which is more, less than or equal to 10
7. Reads and writes some numerals one to 10 using appropriate activities

B. NUMBER AND OPERATIONS

1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems

2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out C. PATTERNS

1. Identifies and extends a simple AB repeating pattern
2. Duplicates a simple AB pattern using different objects
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)

D. GEOMETRY

1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation

2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices) 3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)

E. SPATIAL RELATIONS

1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity

(beside, next to, between, below, over and under)
2. Uses directions to move through space and find places in space

F. MEASUREMENT AND DATA 1. Measures object attributes using a variety of standard and nonstandard tools

2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects 3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)
5. Begins to predict the results of data collection