Relationship of Arkansas Early Childhood Education (AECE) Framework Benchmarks to Other Measurements

(Association of Measurements or AOM)

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PREFACE

This publication, entitled *Relationship of the Arkansas Early Childhood Education (AECE) Framework Benchmarks to Other Measurements (Assocation of Measurements or AOM),* is a collection of alignments, continuums, correlations and connections. These documents show the relationships among the *AECE Bench-marks* and other educational standards and measurements. This publication is provided as an aid for those early childhood educators who are using the various standards and measurements contained within.

This publication consists of five relationship documents: (61) Head Start Outcomes Framework, (2) Kindergarten Readiness Indicators, (3) Arkansas Department of Education English Language Arts Framework, (4) Creative Curriculum Developmental Continuum for Ages 3-5, and (5) Work Sampling System Developmental Guidelines for Preschool 4.

Each of the above documents has a close relationship with the *AECE Framework Benchmarks.* Benchmarks "are a level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior, and by samples of a child's work" (*AECE Framework Handbook*, 2004, p. 4). Some of the documents may only be of interest to particular early childhood educators. For instance, Head Start teachers may find the alignment of the *Arkansas Early Childhood Education Framework Benchmarks* with Head Start Child Outcomes Framework especially helpful; while all preschool teachers will be interested in connecting the Kindergarten Readiness Indicators with the *Arkansas Early Childhood Education Benchmarks.*

These alignments, continuums, correlations and connections are helpful tools for the early childhood educator who wants a more in-depth look at the *AECE Framework Benchmarks* and their association with and/or relevancy to other standards and measurements. It is the intent of this publication to provide additional information which will assist early childhood professionals in meeting benchmark goals for the children of Arkansas.

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RELATIONSHIP OF ARKANSAS EARLY CHILDHOOD EDUCATION (AECE) FRAMEWORK BENCHMARKS TO OTHER MEASUREMENTS

(ASSOCIATION OF MEASUREMENTS OR AOM)

AECE Framework Benchmarks For Three and Four Year Old Children	Alignment	Head Start Child Outcomes Framework
AECE Framework Benchmarks For Three and Four Year Old Children	Connection	Kindergarten Readiness Indicators
AECE Framework Benchmarks For Three and Four Year Old Children Arkansas Department of Education English Language Arts Framework	Correlation	Arkansas Department of Education English Language Arts Framework AECE Framework Benchmarks For Three and Four Year Old Children
AECE Framework Benchmarks For Three and Four Year Old Children	Correlation	The Creative Curriculum Developmental Continuum for Ages 3-5
AECE Framework Benchmarks For Three and Four Year Old Children	Alignment	Work Sampling System Developmental Guidelines for Preschool 4

Alignment of the Arkansas Early Childhood Education Framework Benchmarks with Head Start Child Outcomes Framework

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Head Start Domain — LANGUAGE DEVELOPMENT		
Listening and Understanding	• Demonstrates increasing ability to attend to and understand conversations, stories, song and poems.	5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion
	• Show progress in understanding and following simple and multiple-step directions.	5.10 Follows direction in sequence
	• Understands an increasingly complex and varied vocabulary.	5.3 Expands vocabulary
	• For non-English-speaking children, progresses in listening to and understanding English.	
Speaking and Communicating	• Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	5.6 Uses words to communicate ideas and feelings
	• Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.	5.7 Engages in two-way conversations with children and adults
	• Uses an increasingly complex and varied spoken vocabulary.	5.3 Expands vocabulary
	• Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
	• For non-English-speaking children, progresses in speaking English.	
Head Start Domain — LITERACY		
Phonological Awareness	• Shows increasing ability to discriminate and identify sounds in spoken language.	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	• Shows growing awareness of beginning and ending sounds of words.	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	• Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.	5.5 Participates in songs, finger plays, rhyming activities and games
	• Shows growing ability to hear and discriminate separate syllables in words.	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	• Associates sounds with written words, such as awareness that different words being with the same sound.	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Book Knowledge and Appreciation	• Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.	3.1 Shows enjoyment of books and stories and discussion of them
	• Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.	3.1 Shows enjoyment of books and stories and discussion of them
	• Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.	3.2 Tells a story in sequence, following the pictures in a book
	• Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.	3.3 Demonstrates knowledge of how to use a book
Print Awareness and Concepts	• Shows increasing awareness of print in classroom, home and community settings.	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
	• Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages and menus.	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
	• Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down and that print conveys a message.	3.3 Demonstrates knowledge of how to use a book 3.5 Understands that print conveys a message
	• Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	
	• Recognizes a word a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	
Early Writing	• Develops understanding that writing is a way of communicating for a variety of purposes.	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose
	• Begins to represent stories and experiences through pictures, dictation and in play.	3.6 Demonstrates an interest in using writing for a purpose
	• Experiments with a growing variety of writing tools and materials, such as pencils, crayons and computers.	3.6 Demonstrates an interest in using writing for a purpose 4.8 Uses writing and drawing tools with control and intention
	• Progresses from using scribbles, shapes, or pictures to present ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Alphabet Knowledge	• Shows progress in associating the names of letters with their shapes and sounds.	3.9 Identifies some letters and makes some letter-sound matches
	• Increases in ability to notices the beginning letters in familiar words.	3.7 Identifies letters and signs in the environment
	• Identifies at least 10 letters of the alphabet, especially those in their own name.	3.9 Identifies some letters and makes some letter-sound matches
	• Knows that the letters of the alphabet are a special category of visual graphics that can be individually named.	3.6 Demonstrates an interest in using writing for a purpose 3.9 Identifies some letters and makes some letter-sound matches
Head Start Domain — MATHEMATICS		
Number and Operations	• Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) 3.16 Demonstrates an understanding of addition and subtraction using manipulatives
	• Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
	• Develops increasing ability to count in sequence to 10 and beyond.	3.14 Demonstrates the ability to order and sequence
	• Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	3.13 Demonstrates one-to-one correspondence
	• Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	
	• Develops increased abilities to combine, separate and name "how many" concrete objects.	3.16 Demonstrates an understanding of addition and subtraction using manipulatives

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Geometry and Spatial Sense	• Begins to recognize, describe, compare and name common shapes, their parts and attributes.	3.10 Classifies objects by physical features such as shape or color
	• Progresses in ability to put together and take apart shapes.	3.17 Shows understanding of different relationships of objects in space (spatial relations)
	• Begins to be able to determine whether or not two shapes are the same size and shape.	3.10 Classifies objects by physical features such as shape or color 3.17 Shows understanding of different relationships of objects in space (spatial relations)
	• Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	3.10 Classifies objects by physical features such as shape or color
	• Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	3.17 Shows understanding of different relationships of objects in space (spatial relations)
Patterns and Measurement	• Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.	3.12 Recognizes patterns and can repeat them (patterning)
	• Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	3.10 Classifies objects by physical features such as shape or color 3.14 Demonstrates the ability to order and sequence 3.22 Makes comparisons (scientific process: comparing)
	• Begins to make comparisons between several objects based on a single attribute.	3.22 Makes comparisons (scientific process: comparing)
	• Shows progress in using standard and non-standard measures for length and area of objects.	

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
	Head Start Domain — SCIENCE	
Scientific Skills and Methods	• Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	3.19 Shows interest in exploring the environment 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing 3.22 Makes comparisons (scientific process: comparing)
	• Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating 3.22 Makes comparisons (scientific process: comparing)
	• Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.	3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships 3.25 Applies information or experience to a new context (scientific process: applying)
	• Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.	3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
	• Begins to describe and discuss predictions, explanations and generalizations based on past experiences.	3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships 3.25 Applies information or experience to a new context

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Scientific Knowledge	• Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
	• Expands knowledge of and respect for their body and the environment.	3.19 Shows interest in exploring the environment 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing 4.1 Identifies body parts and understands their functions
	• Develops growing awareness of ideas and language related to attributes of time and temperature.	3.18 Shows an awareness of time concepts
	• Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	3.23 Shows awareness of cause-effect relationships
Head Start Domain — CREATIVE ARTS		
Music	• Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances.	2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music
	• Experiments with a variety of musical instruments.	2.7 Experiments with a variety of musical instruments and sound sources
Art	• Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	2.10 Explores and manipulates art media
	• Progresses in abilities to create drawing, paintings, models, and other art creations that are more detailed, creative or realistic.	2.11 Creates drawings and paintings that gradually become more detailed and realistic
	• Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	2.12 Preplans art project and then works with care
	• Begins to understand and share opinions about artistic products and experiences.	
Movement	• Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles
	• Shows growth in moving in time to different patterns of beat and rhythm in music.	2.9 Moves in time to the beat

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Dramatic Play	• Participates in a variety of dramatic play activities that become more extended and complex.	2.2 Participates in dramatic play themes that become more involved and complex
	• Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	2.1 Shows creativity and imagination in play with materials and props 2.3 Assumes various roles in dramatic play situations
	Head Start Domain — SOCIAL AND EMOTIONAL DEVELOPMENT	
Self-Concept	• Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	1.1 Demonstrates ability to make choices 1.6 Demonstrates confidence in growing abilities
	• Develops growing capacity for independence in a range of activities, routines and tasks.	1.2 Demonstrates independence in personal care 1.3 Demonstrates ability to play independently
	• Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	1.6 Demonstrates confidence in growing abilities
Self-Control	• Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property.	1.17 Stands up for rights 1.18 Shares; respects the rights of others
	• Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.	1.15 Understands and respects differences 1.21 Becomes involved in solving social problems (conflicts)
	• Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully.	1.13 Participates in routine activities easily 3.31 Shows awareness of safe behavior
Cooperation	• Increases abilities to sustain interactions with peers by helping, sharing and discussion.	1.16 Helps others in need 1.18 Shares; respects the rights of others 3.30 Functions as a member of the classroom community
	• Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.	1.19 Works cooperatively with others on completing a task 1.20 Uses compromise and discussion to resolve conflicts
	• Develops increasing abilities to give and take in interactions; to take turns in games or using materials and to interact without being overly submissive or directive.	1.17 Stands up for rights 1.18 Shares; respects the rights of others 1.19 Works cooperatively with others on completing a task
Social Relationships	• Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.	1.10 Demonstrates trust in adults
	• Shows progress in developing friendships with peers.	3.30 Functions as a member of the classroom community
	• Progresses in responding sympathetically to peers who are in need, upset, hurt or angry; and in expressing empathy or caring for others.	1.16 Helps others in need

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
Knowledge of Families and Communities	• Develops ability to identify personal characteristics including gender, and family composition.	3.26 Identifies self as a boy or girl 3.27 Identifies self as a member of a specific family and cultural group
	• Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language and family structures.	1.15 Understands and respects differences
	• Develops growing awareness of jobs and what is required to perform them.	3.29 Shows awareness of the roles people play in society
	• Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	
Head Start Domain — APPROACHES TO LEARNING		
Initiative and Curiosity	• Chooses to participate in an increasing variety of tasks and activities.	1.4 Shows curiosity and desire to learn
	• Develops increased ability to make independent choices.	1.1 Demonstrates ability to make choices
	• Approaches tasks and activities with increased flexibility, imagination and inventiveness.	2.1 Shows creativity and imagination in play with materials and props
	• Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	1.4 Shows curiosity and desire to learn 1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials 1.7 Demonstrates willingness to try new things
Engagement and Persistence	• Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials
	• Demonstrates increasing ability to set goals and develop and follow through on plans.	1.8 Uses planning in approaching a task or activity
	• Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	1.9 Shows persistence in approaching tasks
Reasoning and Problem Solving	• Develops increasing ability to find more than one solution to a question, task or problem.	3.24 Finds more than one solution to a problem
	• Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.	1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials
	• Develops increasing abilities to classify, compare and contrast objects, events and experiences.	3.11 Classifies objects conceptually (things that go together)

Head Start Domain Element	Head Start Indicators	AECE Framework Benchmarks
	Head Start Domain — PHYSICAL HEALTH AND DEVELOPMENT	
Fine Motor Skills	• Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler and hammer.	4.6 Coordinates eye and hand movements to complete tasks
	• Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	4.6 Coordinates eye and hand movements to complete tasks
	• Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes and various types of technology.	4.8 Uses writing and drawing tools with control and intention
Gross Motor Skills	• Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.	4.11 Runs, jumps, hops and skips 4.12 Shows balance and coordination
	• Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.	4.10 Throws, kicks, bounces, and catches 4.13 Climbs up and down equipment
Health Status and Practices	• Progresses in physical growth, strength, stamina, and flexibility.	4.9 Freely participates in gross motor activities 4.10 Throws, kicks, bounces, and catches 4.11 Runs, jumps, hops and skips 4.12 Shows balance and coordination 4.13 Climbs up and down equipment
	• Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.	4.9 Freely participates in gross motor activities
	• Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.	4.2 Demonstrates health and personal care habits
	• Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	3.31 Shows awareness of safe behavior 4.5 Shows awareness that some foods are better for your body than others

Connecting the Kindergarten Readiness Indicators and the AR Early Childhood Education Benchmarks

The *Kindergarten Readiness Indicators* were developed by the Arkansas Department of Education to help identify skills that will prepare children for kindergarten. "While mastery of any or all of the skills identified is not required for admission to kindergarten, these indicators will help children enter kindergarten with confidence" (Arkansas Department of Education, 2004).

The Division of Child Care and Early Childhood Education has published *Getting Ready for Kindergarten: A Calendar of Family Activities*. The calendar is full of activities to help parents and their children focus on specific kindergarten readiness indicators each month. The calendar has restated the *Kindergarten Readiness Indicators* in family-friendly language.

Following is a table that connects the *Kindergarten Readiness Indicators* to the *Arkansas Early Childhood Education Benchmarks*.

Explanation: In the left column, is the indicator from the Arkansas Department of Education. Below it in **italics*, is the same indicator written in the family-friendly language from the calendar. In the right column, the indicator is connected with the *Arkansas Early Childhood Education Benchmarks*.

KINDERGARTEN READINESS INDICATORS	ARKANSAS EARLY CHILDHOOD EDUCATION BENCHMARKS
Expressiveness and Language Comprehension	
1. Uses effective oral communication skills and speaks in complete sentences **Speaks in complete sentences*	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
2. Understands and follows directions with at least two steps **Follows directions with at least two steps*	5.10 Follows directions in sequence
3. Understands vocabulary related to position, direction, size and comparison • like/different • top/bottom • first/last • big/little • up/down **Understands words such as "top" and "bottom" and "big" and "little"*	3.17 Shows understanding of different relationships of objects in space (spatial relations)
4. Makes simple predictions and comments about a story being read **Makes simple predictions and comments about a story being read*	3.1 Shows enjoyment of books and stories and discussion of them

KINDERGARTEN READINESS INDICATORS	ARKANSAS EARLY CHILDHOOD EDUCATION BENCHMARKS
Approach to Learning and Cognition	
5. Demonstrates visual discrimination skills by matching two like pictures in each of five sets of pictures **Matches two pictures that are alike*	3.4 Demonstrates visual discrimination and visual memory skills
6. Classifies (same/different, alike/not alike) objects by physical features • shape • color • size **Looks at groups of objects and says which are the same shape, color or size*	3.10 Classifies objects by physical features such as shape or color
7. Classifies objects conceptually (things that go together) **Tells things that go together; for example a spoon and fork are for eating and a fish and a boat go in the water*	3.11 Classifies objects conceptually (things that go together)
8. Recognizes, replicates or repeats a visual or auditory patterning sequence **Repeats a pattern you start; for example, step, step, jump – step, step, jump*	3.12 Recognizes patterns and can repeat them (patterning)
9. Demonstrates the ability to correctly put in order or sequence up to three (3) pictures **Puts 3 pictures in order; for example 1. Planting flower seeds 2. Flowers growing 3. Picking flowers*	3.14 Demonstrates the ability to order and sequence
10. Recites/participates/joins in repeating a familiar song/poem/finger play/nursery rhyme **Says or sings familiar songs and nursery rhymes*	5.5 Participates in songs, finger plays, rhyming activities, and games
11. Retells a simple story after listening to a story with pictures **Retells a simple story such as* The Three Little Pigs *after listening to it while looking at the pictures in the book*	3.2 Tells a story in sequence, following the pictures in a book
12. Works simple puzzles (up to 4 pieces) **Works puzzles*	4.6 Coordinates eye and hand movements to complete tasks

KINDERGARTEN READINESS INDICATORS	ARKANSAS EARLY CHILDHOOD EDUCATION BENCHMARKS
13. Identifies/points to 5 colors **Recognizes and names at least 5 colors*	3.10 Classifies objects by physical features such as shape or color
Phonological Awareness and Print Knowledge	
14. Recognizes name in print when shown word cards **Recognizes his or her own first name in print*	3.5 Understands that print conveys a message
15. Points and/or recognizes letters in name **Recognizes letters in his or her own first name*	3.7 Identifies letters and signs in the environment
16. Attempts to write letters in own name **Begins to write some of the letters in his or her own first name*	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
17. Recognizes environmental print or familiar signs in the child's environment **Recognizes words or signs he or she sees often; for example McDonald's, Wal-Mart, the name of the local grocery store where the family shops, or stop signs and exit signs*	3.7 Identifies letters and signs in the environment
18. Demonstrates book awareness • Concepts about print - left to right - top to bottom • Book handling - holding book right side up - beginning/ending **Holds and looks at books correctly; for example holds the book right side up and turns the pages one at a time from front to back*	3.3 Demonstrates knowledge of how to use a book
19. Identifies two words that rhyme/sound the same **Recognizes rhyming words such as cat and hat*	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
20. Recognizes 10 alphabet names, may include those in own name, by pointing to requested letter **Recognizes and names at least 10 letters of the alphabet*	3.7 Identifies letters or signs in the environment

KINDERGARTEN READINESS INDICATORS	ARKANSAS EARLY CHILDHOOD EDUCATION BENCHMARKS
21. Makes 3 letter/sound matches **Matches a letter with the beginning sound of a word; for example matches the letter "b" with a picture of a banana*	3.9 Identifies some letters and makes some letter-sound matches
22. Uses symbols or drawings to express ideas **Expresses ideas through pictures he or she draws; for example a child draws a picture of 3 family members and says who each one is*	2.11 Creates drawings and paintings that gradually become more detailed and realistic
Mathematics	
23. Counts number of objects in small group (up to 5 objects) **Counts at least 5 objects such as 3 bananas and 5 forks*	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
24. Demonstrates an understanding of number (how many) and numeral relationship by placing correct number of objects to corresponding 0-5 numeral **See the written numeral "3" and understands this means 3 objects such as 3 bears*	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
25. Demonstrates an understanding of addition and subtraction using manipulatives up to 5 **Adds and subtracts familiar objects such as cookies*	3.16 Demonstrates an understanding of addition and subtraction using manipulatives
26. Arranges numerals in order 1-5 **Puts written numerals in order from 1 to 5: 1, 2, 3, 4, 5*	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
27. Identifies/points to 3 shapes • circle • square • triangle **Recognizes and names 3 shapes: circle, square and triangle*	3.10 Classifies objects by physical features such as shape or color
28. Counts in sequence 1-10 **Counts from 1 to 10 in correct order*	3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)

KINDERGARTEN READINESS INDICATORS	ARKANSAS EARLY CHILDHOOD EDUCATION BENCHMARKS
29. Understands concepts of more and less up to 5 objects **Uses the words "more" and "less" correctly*	3.16 Demonstrations an understanding of addition and subtraction using manipulatives
Social/Emotional	
30. Identifies self as a boy or girl **Tells if he or she is a boy or girl*	3.26 Identifies self as a boy or girl
31. Provides/states first and last name **Tells first and last name*	3.27 Identifies self as a member of a specific family and cultural group
32. Identifies parent's first and last name **Tells first and last name of parent(s)*	3.27 Identifies self as a member of a specific family and cultural group
33. Identifies age **Tells how old he or she is*	3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)
34. Demonstrates independence in personal care **Takes care of own needs such as toileting, washing hands and dressing*	1.2 Demonstrates independence in personal care
35. Separates from parents by appearing comfortable and secure without a parent **Adjusts to new situations without parents being there*	1.11 Shows ability to separate from parents
Physical Development	
36. Uses writing/drawing tools and scissors with control and intention **Uses pencils, crayons and markers for drawing and writing and cuts with scissors*	4.8 Uses writing and drawing tools with control and intention
37. Reproduces or copies a • —— (line) • O (circle) • × • + **Draws a line, circle, X and +*	4.8 Uses writing and drawing tools with control and intention
38. Demonstrates gross motor skills (hop, jump, run, catch and bounce ball) **Runs, jumps, hops, throws, catches, and bounces a ball*	4.10 Throws, kicks, bounces, and catches 4.11 Runs, jumps, hops and skips

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Continuum of the Arkansas Early Childhood Education (AECE) Framework Benchmarks with the AR Department of Education Kindergarten English Language Arts Curriculum Framework 2004

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
SOCIAL/EMOTIONAL DEVELOPMENT	
Act Independently	
1.1 Demonstrates ability to make choices	W.4.K.16 Contribute to a writing portfolio
1.2 Demonstrates independence in personal care	
1.3 Demonstrates ability to play independently	
Experience Success	
1.4 Shows curiosity and desire to learn	OV.2.K.2 Listen for a purpose
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials	
1.6 Demonstrates confidence in growing abilities	
1.7 Demonstrates willingness to try new things	
1.8 Uses planning in approaching a task or activity	
1.9 Shows persistence in approaching tasks	
Interact Socially	
1.10 Demonstrates trust in adults	
1.11 Shows ability to separate from parents	
1.12 Demonstrates interest and participates in classroom activities	R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud
1.13 Participates in routine activities easily	
1.14 Seeks out adults and children	
1.15 Understands and respects differences	OV.2.K.5 Listen to a variety of texts from various cultures read aloud every day
1.16 Helps others in need	
1.17 Stands up for rights	
1.18 Shares; respects the rights of others	OV.1.K.4 Make appropriate comments about the ideas of others
1.19 Works cooperatively with others on completing a task	
1.20 Uses compromise and discussion to resolve conflicts	
1.21 Becomes involved in solving social problems (conflicts)	

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
CREATIVE/AESTHETIC LEARNING	
Expression Through Art Forms and Activities	
2.1 Shows creativity and imagination in play with materials and props	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement) W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists R.10.K.11 Participate in group innovations of text
2.2 Participates in dramatic play themes that become more involved and complex	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement) R.10.K.11 Participate in group innovations of text
2.3 Assumes various roles in dramatic play situations	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement) R.10.K.11 Participate in group innovations of text
2.4 Participates freely in music activities	OV.3.K.1 Listen to and view a variety of media to understand and extend learning OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.5 Enjoys singing games, dramatizing songs and moving to music	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement) R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.)
2.6 Expresses through movement what is felt and heard in various musical tempos and styles	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.7 Experiments with a variety of musical instruments and sound sources	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.8 Identifies the source of a variety of sounds	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.9 Moves in time to the beat	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.10 Explores and manipulates art media	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.11 Creates drawings and paintings that gradually become more detailed and realistic	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement) W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books W.4.K.13 Prepare pieces for publication (i.e., illustrations, rewriting, etc.) W.5.K.2 Write and/or draw to communicate ideas W.5.K.6 Respond by writing or drawing pictures to stories read aloud W.7.K.1 Include drawings that support meaning R.9.K.13 Create art work and/or a simple written response that shows comprehension of a story R.10.K.2 Read and explain own writing and drawings R.10.K.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses
2.12 Preplans art project and then works with care	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
2.13 Recognizes and responds to beauty in the environment	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)
COGNITIVE/INTELLECTUAL LEARNING	
Language Arts	
3.1 Shows enjoyment of books and stories and discussion of them	OV.1.K.6 Participate in discussions about a variety of topics, including books and personal experiences OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
	OV.2.K.2 Listen for a purpose OV.2.K.4 Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording OV.2.K.5 Listen to a variety of texts from various cultures read aloud every day OV.2.K.6 Listen for specific information OV.3.K.1 Listen to and view a variety of media to understand and extend learning OV.3.K.2 Identify the various types of media in daily life W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books W.5.K.6 Respond by writing or drawing pictures to stories read aloud W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom W.7.K.5 Listen and respond to writings of others R.8.K.7 Identify what an author does and what an illustrator does R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions R.9.K.2 Make connections from text to self during read aloud R.9.K.3 Make connections from text to text during read aloud R.9.K.4 Form a mental picture from text read by the teacher, including story elements or descriptions R.9.K.5 Ask and answer questions about the text R.9.K.6 Ask and answer questions in response to what is heard or read R.9.K.7 Predict what will happen next in a text R.9.K.8 Predict repetitive text R.9.K.9 Use pictures to make predictions about the content R.9.K.10 Retell stories and events using beginning, middle and end R.9.K.11 Identify the topic or main idea of a selection R.9.K.12 Use a few details to retell a simple story with a beginning, middle and end R.9.K.14 Discuss reading with others R.10.K.1 Read daily R.10.K.3 Distinguish different forms of text, such as story or informational R.10.K.4 Demonstrate knowledge of the content of the works of a single author R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud R.10.K.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses R.10.K.7 Select familiar books to read from a variety of sources, including classroom, home, and school library R.10.K.8 Identify the topics of nonfiction selections read aloud R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.) R.10.K.12 Discuss beginning, middle, and end from books read aloud R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts) R.11.K.2 Use story language in discussion and retellings R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation R.11.K.14 Read grade level texts with accuracy of 90% or above R.11.K.16 Self-monitor using cues to make sense of the reading R.11.K.18 Retell a favorite story using appropriate rhythm, pace, phrasing and intonation IR.12.K.2 Understand the use of the library and access appropriate materials IR.12.K.3 Use both print and non-print classroom resources for information IR.12.K.4 Share information about a topic

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
3.2 Tells a story in sequence, following the pictures in a book	OV.1.K.7 Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom W.7.K.4 Use predictable texts as model for own writing R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions R.9.K.4 Form a mental picture from text read by the teacher, including story elements or descriptions R.9.K.7 Predict what will happen next in a text R.9.K.8 Predict repetitive text R.9.K.10 Retell stories and events using beginning, middle and end R.9.K.12 Use a few details to retell a simple story with a beginning, middle and end R.10.K.12 Discuss beginning, middle, and end from books read aloud R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts) R.11.K.2 Use story language in discussion and retellings R.11.K.16 Retell a favorite story using appropriate rhythm, pace, phrasing and intonation
3.3 Demonstrates knowledge of how to use a book	R.8.K.2 Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back) R.8.K.5 Identify the front cover and back cover of a book R.11.K.14 Read grade level texts with accuracy of 90% or above IR.12.K.2 Understand the use of the library and access appropriate materials
3.4 Demonstrates visual discrimination and visual memory skills	R.10.K.7 Select familiar books to read from a variety of sources, including classroom, home, and school library R.11.K.10 Sort and classify pictures or objects by concept or function
3.5 Understands that print conveys a message	W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.) W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of the writing process W.4.K.5 Write from left to right and top to bottom and use return sweep W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.) W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written W.4.K.11 Reread message to check for accuracy and meaning W.5.K.1 Write for self W.5.K.2 Write and/or draw to communicate ideas W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists W.5.K.5 Write brief personal narratives and simple informational text (i.e., journal writing, etc.) W.6.K.8 Write left to right with return sweep W.6.K.9 Leave spaces between words R.8.K.1 Demonstrate understanding of the relationship between written and oral language R.8.K.3 Apply knowledge of letter and word R.10.K.15 Read labels and environmental print R.10.K.16 Identify common signs and logos R.10.K.17 Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks R.11.K.8 Read approximately 25 high frequency words with automaticity during reading

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
3.6 Demonstrates an interest in using writing for a purpose	W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.) W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of the writing process W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.) W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.) W.4.K.8 Demonstrate understanding that letters must occur in a specific sequence within a word W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written W.4.K.11 Reread message to check for accuracy and meaning W.4.K.13 Prepare pieces for publication (i.e., illustrations, rewriting, etc.) W.4.K.14 Share writing with others W.4.K.15 Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.) W.4.K.16 Contribute to a writing portfolio W.5.K.1 Write for self W.5.K.2 Write and/or draw to communicate ideas W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists W.5.K.4 Write daily W.5.K.5 Write brief personal narratives and simple informational text (i.e., journal writing, etc.) W.5.K.6 Respond by writing or drawing pictures to stories read aloud W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings W.6.K.8 Write left to right with return sweep W.6.K.9 Leave spaces between words W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom R.10.K.2 Read and explain own writing and drawings
3.7 Identifies letters and signs in the environment	W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.) W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists R.8.K.1 Demonstrate understanding of the relationship between written and oral language R.8.K.3 Apply knowledge of letter and word R.10.K.15 Read labels and environmental print R.10.K.16 Identify common signs and logos R.10.K.17 Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks R.11.K.4 Identify upper- and lower-case letters fluently R.11.K.8 Read approximately 25 high frequency words with automaticity during reading R.11.K.9 Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries IR.12.K.1 Label objects and places IR.12.K.3 Use both print and non-print classroom resources for information

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
3.8 Uses known letters or approximation of letters to represent written language	W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics W.4.K.5 Write from left to right and top to bottom and use return sweep W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.) W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.) W.4.K.8 Demonstrate understanding that letters must occur in a specific sequence within a word W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written W.4.K.14 Share writing with others W.4.K.15 Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.) W.5.K.1 Write for self W.5.K.2 Write and/or draw to communicate ideas W.5.K.4 Write daily W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings W.6.K.5 Capitalize own name R.8.K.3 Apply knowledge of letter and word R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds R.11.K.8 Read approximately 25 high frequency words with automaticity during reading
3.9 Identifies some letters and makes some letter-sound matches	W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.) W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation) W.6.K.4 Spell a few high frequency words correctly R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds R.11.K.4 Identify upper- and lower-case letters fluently R.11.K.5 Identify the most common sound associated with individual letters R.11.K.6 Use letter-sound matches to decode simple words R.11.K.15 Demonstrate automaticity of letter names and sounds R.11.K.17 Demonstrate automaticity of letter names at a minimum of 40 letters per minute
Mathematics and Science	
3.10 Classifies objects by physical features such as shape or color	R.11.K.10 Sort and classify pictures or objects by concept or function
3.11 Classifies objects conceptually (things that go together)	R.11.K.10 Sort and classify pictures or objects by concept or function
3.12 Recognizes patterns and can repeat them (patterning)	R.9.K.8 Predict repetitive text R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes
3.13 Demonstrates one-to-one correspondence	R.8.K.5 Track known print using one-to-one correspondence
3.14 Demonstrates the ability to order and sequence	
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)	
3.16 Demonstrates an understanding of addition and subtraction, using manipulatives	

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
3.17 Shows understanding of different relationships of objects in space (spatial relations)	
3.18 Shows an awareness of time concepts	
3.19 Shows interest in exploring the environment	IR.12.K.3 Use both print and non-print classroom resources for information
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)	IR.12.K.3 Use both print and non-print classroom resources for information
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)	IR.12.K.4 Share information about a topic
3.22 Makes comparisons (scientific process: comparing)	
3.23 Shows awareness of cause-effect relationships	R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions R.9.K.7 Predict what will happen next in a text
3.24 Finds more that one solution to a problem	
3.25 Applies information or experience to a new context (scientific process: applying)	
Social Studies	
3.26 Identifies self as a boy or girl	
3.27 Identifies self as a member of a specific family and cultural group	
3.28 Shows pride in heritage and background	
3.29 Shows awareness of the roles people play in society	
3.30 Functions as a member of the classroom community	
3.31 Shows awareness of safe behavior	
3.32 Cares for the environment	
PHYSICAL DEVELOPMENT	
Health and Nutrition	
4.1 Identifies body parts and understands their functions	
4.2 Demonstrates health and personal care habits	
4.3 Tries new foods before deciding whether he/she likes them	
4.4 Recognizes different types of food	
4.5 Shows awareness that some foods are better for your body than others	
Fine Motor	
4.6 Coordinates eye and hand movements to complete tasks	W.4.K.5 Write from left to right and top to bottom and use return sweep
4.7 Uses sm[illegible] muscles for self-help skills	

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
4.8 Uses writing and drawing tools with control and intention	W.4.K.5 Write from left to right and top to bottom and use return sweep W.5.K.4 Write daily W.6.K.5 Capitalize own name W.6.K.8 Write left to right with return sweep W.6.K.9 Leave spaces between words W.6.K.10 Use correct letter formation
Gross Motor	
4.9 Freely participates in gross motor activities	
4.10 Throws, kicks, bounces, and catches	
4.11 Runs, jumps, hops, and skips	
4.12 Shows balance and coordination	
4.13 Climbs up and down equipment	
LANGUAGE	
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)	W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.) W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation) R.8.K.3 Apply knowledge of letter and word R.8.K.4 Apply knowledge of first and last (i.e., letter, sounds, words, etc.) R.8.K.8 Identify and produce oral rhymes R.8.K.9 Segment oral language into sentences and words R.8.K.10 Identify and work with syllables, onsets, rimes in spoken words R.8.K.11 Isolate individual phonemes in a word R.8.K.12 *Recognize like phonemes in different words (phoneme identity) R.8.K.13 Categorize words with like and unlike phonemes R.8.K.14 Blend separate phonemes orally into one-syllable words R.8.K.15 Segment individual phonemes orally in one-syllable words R.10.K.13 Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds R.11.K.5 Identify the most common sound associated with individual letters R.11.K.6 Use letter-sound matches to decode simple words R.11.K.12 Experiment with language, including word families, rhyming words, and playing with words
5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	OV.1.K.2 Focus on audience OV.1.K.3 Express ideas in complete sentences when speaking W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings W.6.K.2 Use the syntax of oral language
5.3 Expands vocabulary	OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions W.7.K.2 Incorporates language acquired from reading and/or conversation R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
5.4 Recognizes and identifies by name most common objects and pictures	OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions R.11.K.7 Use picture clues to cross check for word meaning R.11.K.10 Sort and classify pictures or objects by concept or function R.11.K.13 Describe common objects with general and specific words IR.12.K.1 Label objects and places
5.5 Participates in songs, finger plays, rhyming activities, and games	OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations OV.2.K.4 Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording OV.3.K.1 Listen to and view a variety of media to understand and extend learning W.7.K.2 Incorporates language acquired from reading and/or conversation R.8.K.8 Identify and produce oral rhymes R.8.K.9 Segment oral language into sentences and words R.8.K.10 Identify and work with syllables, onsets, rimes in spoken words R.8.K.11 Isolate individual phonemes in a word R.8.K.12 *Recognize like phonemes in different words (phoneme identity) R.8.K.13 Categorize words with like and unlike phonemes R.8.K.14 Blend separate phonemes orally into one-syllable words R.8.K.15 Segment individual phonemes orally in one-syllable words R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.) R.10.K.13 Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning R.11.K.12 Experiment with language, including word families, rhyming words, and playing with words
5.6 Uses words to communicate ideas and feelings	OV.1.K.3 Express ideas in complete sentences when speaking OV.1.K.4 Make appropriate comments about the ideas of others OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations W.7.K.2 Incorporates language acquired from reading and/or conversation R.9.K.2 Make connections from text to self during read aloud R.9.K.5 Ask and answer questions about the text R.9.K.6 Ask and answer questions in response to what is heard or read R.9.K.14 Discuss reading with others R.10.K.2 Read and explain own writing and drawings R.10.K.12 Discuss beginning, middle, and end from books read aloud R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation IR.12.K.4 Share information about a topic
5.7 Engages in two-way conversation with children and adults	OV.1.K.2 Focus on audience OV.1.K.4 Make appropriate comments about the ideas of others OV.1.K.9 Accept contributions of teacher to improve speaking performance OV.2.K.1 Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact and maintaining attention) W.7.K.2 Incorporates language acquired from reading and/or conversation R.9.K.5 Ask and answer questions about the text R.9.K.6 Ask and answer questions in response to what is heard or read R.9.K.14 Discuss reading with others R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation

AECE Framework Benchmarks	Arkansas Department of Education Kindergarten English Language Arts Curriculum Framework
5.8 Participates in group discussion	OV.1.K.2 Focus on audience OV.1.K.4 Make appropriate comments about the ideas of others OV.1.K.6 Participate in discussions about a variety of topics, including books and personal experiences OV.2.K.1 Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact and maintaining attention) W.7.K.5 Listen and respond to writings of others R.9.K.14 Discuss reading with others IR.12.K.4 Share information about a topic
5.9 Uses language to problem solve	
5.10 Follows directions in sequence	OV.1.K.5 Give simple one-step directions OV.2.K.3 Follow one-step oral directions

Continuum in Reverse Order: Kindergarten English Language Arts Curriculum Framework to AECE Framework Benchmarks

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
Strand: *Oral and Visual Communications* — Standard 1: *Speaking*		
Speaking vocabulary	OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	5.3 Expands vocabulary 5.4 Recognizes and identifies by name most common objects and pictures
Speaking behaviors	OV.1.K.2 Focus on audience	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar 5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion
	OV.1.K.3 Express ideas in complete sentences when speaking	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar 5.6 Uses words to communicate ideas and feelings
	OV.1.K.4 Make appropriate comments about the ideas of others	1.18 Shares; respects the rights of others 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion
Speaking to share understanding of information	OV.1.K.5 Give simple one-step directions	5.10 Follows directions in sequence
	OV.1.K.6 Participate in discussions about a variety of topics, including books and personal experiences	3.1 Shows enjoyment of books and stories and discussion of them 5.8 Participates in group discussion
Speaking for literary response and expression	OV.1.K.7 Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts	3.2 Tells a story in sequence, following the pictures in a book
	OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations	3.1 Shows enjoyment of books and stories and discussion of them 5.5 Participates in songs, finger plays, rhyming activities, and games 5.6 Uses words to communicate ideas and feelings
	OV.1.K.9 Accept contributions of teacher to improve speaking performance	5.7 Engages in two-way conversation with children and adults
Strand: *Oral and Visual Communications* — Standard 2: *Listening*		
Listening for information and understanding	OV.2.K.1 Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact and maintaining attention)	5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion
	OV.2.K.2 Listen for a purpose	1.4 Shows curiosity and desire to learn 3.1 Shows enjoyment of books and stories and discussion of them
	OV.2.K.3 Follow one-step oral directions	5.10 Follows directions in sequence

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
Listening and responding to literature	OV.2.K.4 Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording	3.1 Shows enjoyment of books and stories and discussion of them 5.5 Participates in songs, finger plays, rhyming activities, and games
	OV.2.K.5 Listen to a variety of texts from various cultures read aloud every day	1.15 Understands and respects differences 3.1 Shows enjoyment of books and stories and discussion of them
Listening for critical analysis and evaluation	OV.2.K.6 Listen for specific information	3.1 Shows enjoyment of books and stories and discussion of them
Strand: *Oral and Visual Communications* — Standard 3: *Media Literacy*		
Utilizing media for information and understanding	OV.3.K.1 Listen to and view a variety of media to understand and extend learning	2.4 Participates freely in music activities 3.1 Shows enjoyment of books and stories and discussion of them 5.5 Participates in songs, finger plays, rhyming activities, and games
	OV.3.K.2 Identify the various types of media in daily life	3.1 Shows enjoyment of books and stories and discussion of them
Utilizing media for personal response and expression	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)	2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles 2.7 Experiments with a variety of musical instruments and sound sources 2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care 2.13 Recognizes and responds to beauty in the environment
Utilizing media for critical analysis and evaluation	OV.3.K.4 Review audio and video recordings of class presentations	
Strand: *Writing* — Standard 4: *Process*		
Prewriting	W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.1 Shows enjoyment of books and stories and discussion of them
	W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose
	W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of the writing process	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose
Drafting	W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
	W.4.K.5 Write from left to right and top to bottom and use return sweep	3.5 Understands that print conveys a message 3.8 Uses known letters or approximation of letters to represent written language 4.6 Coordinates eye and hand movements to complete tasks 4.8 Uses writing and drawing tools with control and intention
	W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.)	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.)	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.7 Identifies letters and signs in the environment 3.8 Uses known letters or approximation of letters to represent written language
	W.4.K.8 Demonstrate understanding that letters must occur in a specific sequence within a word	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.4.K.9 Use strategies for applying phonemic awareness and phonics knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.)	3.9 Identifies some letters and makes some letter-sound matches 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
Revising	W.4.K.11 Reread message to check for accuracy and meaning	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose
	W.4.K.12 Participate in teacher-led revision	
Publishing	W.4.K.13 Prepare pieces for publication (i.e., illustrations, rewriting, etc.)	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.6 Demonstrates an interest in using writing for a purpose
	W.4.K.14 Share writing with others	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.4.K.15 Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.4.K.16 Contribute to a writing portfolio	1.1 Demonstrates ability to make choices 3.6 Demonstrates an interest in using writing for a purpose

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
Strand: *Writing* — Standard 5: *Purposes, Topics, Forms and Audiences*		
Purposes and Audiences	W.5.K.1 Write for self	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.5.K.2 Write and/or draw to communicate ideas	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language
	W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists	2.1 Shows creativity and imagination in play with materials and props 3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.7 Identifies letters and signs in the environment
Topics and Forms	W.5.K.4 Write daily	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language 4.8 Uses writing and drawing tools with control and intention
	W.5.K.5 Write brief personal narratives and simple informational text (i.e., journal writing, etc.)	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose
	W.5.K.6 Respond by writing or drawing pictures to stories read aloud	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.1 Shows enjoyment of books and stories and discussion of them 3.6 Demonstrates an interest in using writing for a purpose
Strand: *Writing* — Standard 6: *Conventions*		
Sentence Formation	W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings	3.6 Demonstrates an interest in using writing for a purpose 3.8 Uses known letters or approximation of letters to represent written language 5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
Usage	W.6.K.2 Use the syntax of oral language	5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar
Spelling	W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation)	3.9 Identifies some letters and makes some letter-sound matches 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	W.6.K.4 Spell a few high frequency words correctly	3.9 Identifies some letters and makes some letter-sound matches
Capitalization	W.6.K.5 Capitalize own name	3.8 Uses known letters or approximation of letters to represent written language 4.8 Uses writing and drawing tools with control and intention
	W.6.K.6 Capitalize pronoun *I*	
Punctuation	W.6.K.7 Begin to use punctuation	
Formatting	W.6.K.8 Write left to right with return sweep	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 4.8 Uses writing and drawing tools with control and intention

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
	W.6.K.9 Leave spaces between words	3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 4.8 Uses writing and drawing tools with control and intention
	W.6.K.10 Use correct letter formation	4.8 Uses writing and drawing tools with control and intention
Strand: *Writing* — Standard 7: *Craftsmanship*		
Purposefully shaping and controlling language	W.7.K.1 Include drawings that support meaning	2.11 Creates drawings and paintings that gradually become more detailed and realistic
	W.7.K.2 Incorporates language acquired from reading and/or conversation	5.3 Expands vocabulary 5.5 Participates in songs, finger plays, rhyming activities, and games 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults
	W.7.K.3 Incorporate into personal writing literary language and styles heard or read in the classroom	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 3.6 Demonstrates an interest in using writing for a purpose
	W.7.K.4 Use predictable texts as model for own writing	3.2 Tells a story in sequence, following the pictures in a book
	W.7.K.5 Listen and respond to writings of others	3.1 Shows enjoyment of books and stories and discussion of them 5.8 Participates in group discussion
Strand: *Reading* — Standard 8: *Foundations of Reading*		
Utilizing concepts about print	R.8.K.1 Demonstrate understanding of the relationship between written and oral language	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
	R.8.K.2 Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)	3.3 Demonstrates knowledge of how to use a book
	R.8.K.3 Apply knowledge of letter and word	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment 3.8 Uses known letters or approximation of letters to represent written language 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	R.8.K.4 Apply knowledge of first and last (i.e., letter, sounds, words, etc.)	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	R.8.K.5 Track known print using one-to-one correspondence	3.13 Demonstrates one-to-one correspondence
	R.8.K.6 Identify the front cover and back cover of a book	3.3 Demonstrates knowledge of how to use a book
	R.8.K.7 Identify what an author does and what an illustrator does	3.1 Shows enjoyment of books and stories and discussion of them
Developing phonological awareness	R.8.K.8 Identify and produce oral rhymes	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
	R.8.K.9 Segment oral language into sentences and words	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.10 Identify and work with syllables, onsets, rimes in spoken words	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.11 Isolate individual phonemes in a word	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.12 *Recognize like phonemes in different words (phoneme identity)	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.13 Categorize words with like and unlike phonemes	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.14 Blend separate phonemes orally into one-syllable words	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.8.K.15 Segment individual phonemes orally in one-syllable words	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
Strand: *Reading* — Standard 9: *Comprehension*		
Using prior knowledge to make meaning	R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 3.23 Shows awareness of cause-effect relationships
Using connections to make meaning	R.9.K.2 Make connections from text to self during read aloud	3.1 Shows enjoyment of books and stories and discussion of them 5.6 Uses words to communicate ideas and feelings
	R.9.K.3 Make connections from text to text during read aloud	3.1 Shows enjoyment of books and stories and discussion of them
Using visualization to make meaning	R.9.K.4 Form a mental picture from text read by the teacher, including story elements or descriptions	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
Using questioning and monitoring to make meaning	R.9.K.5 Ask and answer questions about the text	3.1 Shows enjoyment of books and stories and discussion of them 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults
	R.9.K.6 Ask and answer questions in response to what is heard or read	3.1 Shows enjoyment of books and stories and discussion of them 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults
Using inferences to make meaning	R.9.K.7 Predict what will happen next in a text	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 3.23 Shows awareness of cause-effect relationships
	R.9.K.8 Predict repetitive text	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 3.12 Recognizes patterns and can repeat them (patterning)
	R.9.K.9 Use pictures to make predictions about the content	3.1 Shows enjoyment of books and stories and discussion of them

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
Determining importance to make meaning	R.9.K.10 Retell stories and events using beginning, middle and end	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
	R.9.K.11 Identify the topic or main idea of a selection	3.1 Shows enjoyment of books and stories and discussion of them
Summarizing and synthesizing for meaning	R.9.K.12 Use a few details to retell a simple story with a beginning, middle and end	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
	R.9.K.13 Create art work and/or a simple written response that shows comprehension of a story	2.11 Creates drawings and paintings that gradually become more detailed and realistic
	R.9.K.14 Discuss reading with others	3.1 Shows enjoyment of books and stories and discussion of them 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion
Strand: *Reading* — Standard 10: *Variety of texts*		
Exhibit behaviors and habits of an active reader	R.10.K.1 Read daily	3.1 Shows enjoyment of books and stories and discussion of them
	R.10.K.2 Read and explain own writing and drawings	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.6 Demonstrates an interest in using writing for a purpose 5.6 Uses words to communicate ideas and feelings
	R.10.K.3 Distinguish different forms of text, such as story or informational	3.1 Shows enjoyment of books and stories and discussion of them
	R.10.K.4 Demonstrate knowledge of the content of the works of a single author	3.1 Shows enjoyment of books and stories and discussion of them
	R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud	1.12 Demonstrates interest and participates in classroom activities 3.1 Shows enjoyment of books and stories and discussion of them 3.12 Recognizes patterns and can repeat them (patterning)
	R.10.K.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses	2.11 Creates drawings and paintings that gradually become more detailed and realistic 3.1 Shows enjoyment of books and stories and discussion of them
	R.10.K.7 Select familiar books to read from a variety of sources, including classroom, home, and school library	3.1 Shows enjoyment of books and stories and discussion of them 3.4 Demonstrates visual discrimination and visual memory skills
Reading a variety of informational materials for enjoyment and critical analysis	R.10.K.8 Identify the topics of nonfiction selections read aloud	3.1 Shows enjoyment of books and stories and discussion of them

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
Reading a variety of literature for enjoyment and critical analysis	R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes	2.5 Enjoys singing games, dramatizing songs and moving to music 3.1 Shows enjoyment of books and stories and discussion of them 5.5 Participates in songs, finger plays, rhyming activities, and games 3.12 Recognizes patterns and can repeat them (patterning)
	R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.)	2.5 Enjoys singing games, dramatizing songs and moving to music 3.1 Shows enjoyment of books and stories and discussion of them 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.10.K.11 Participate in group innovations of text	2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations
	R.10.K.12 Discuss beginning, middle, and end from books read aloud	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book 5.6 Uses words to communicate ideas and feelings
Reading a variety of poetry for enjoyment and critical analysis	R.10.K.13 Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games 5.6 Uses words to communicate ideas and feelings
Reading a variety of practical materials for enjoyment and critical analysis	R.10.K.15 Read labels and environmental print	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
	R.10.K.16 Identify common signs and logos	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
	R.10.K.17 Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment
Strand: *Reading* — Standard 11: *Vocabulary, Word Study, and Fluency*		
Meaning-based word recognition	R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts)	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
	R.11.K.2 Use story language in discussion and retellings	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
Spelling-sound word recognition (phonics)	R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds	3.8 Uses known letters or approximation of letters to represent written language 3.9 Identifies some letters and makes some letter-sound matches 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	R.11.K.4 Identify upper- and lower-case letters fluently	3.7 Identifies letters and signs in the environment 3.9 Identifies some letters and makes some letter-sound matches
	R.11.K.5 Identify the most common sound associated with individual letters	3.9 Identifies some letters and makes some letter-sound matches 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
	R.11.K.6 Use letter-sound matches to decode simple words	3.9 Identifies some letters and makes some letter-sound matches 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)
	R.11.K.7 Use picture clues to cross check for word meaning	5.4 Recognizes and identifies by name most common objects and pictures
Sight word recognition	R.11.K.8 Read approximately 25 high frequency words with automaticity during reading	3.5 Understands that print conveys a message 3.7 Identifies letters and signs in the environment 3.8 Uses known letters or approximation of letters to represent written language
	R.11.K.9 Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries	3.7 Identifies letters and signs in the environment
Word Study and vocabulary	R.11.K.10 Sort and classify pictures or objects by concept or function	3.4 Demonstrates visual discrimination and visual memory skills 3.10 Classifies objects by physical features such as shape or color 3.11 Classifies objects conceptually (things that go together) 5.4 Recognizes and identifies by name most common objects and pictures
	R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation	3.1 Shows enjoyment of books and stories and discussion of them 5.3 Expands vocabulary 5.6 Uses words to communicate ideas and feelings 5.7 Engages in two-way conversation with children and adults
	R.11.K.12 Experiment with language, including word families, rhyming words, and playing with words	5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities, and games
	R.11.K.13 Describe common objects with general and specific words	5.4 Recognizes and identifies by name most common objects and pictures
Accuracy of reading	R.11.K.14 Read grade level texts with accuracy of 90% or above	3.1 Shows enjoyment of books and stories and discussion of them 3.3 Demonstrates knowledge of how to use a book
	R.11.K.15 Demonstrate automaticity of letter names and sounds	3.9 Identifies some letters and makes some letter-sound matches
	R.11.K.16 Self-monitor using cues to make sense of the reading	3.1 Shows enjoyment of books and stories and discussion of them
Reading with fluency and expression	R.11.K.17 Demonstrate automaticity of letter names at a minimum of 40 letters per minute	3.9 Identifies some letters and makes some letter-sound matches
	R.11.K.18 Retell a favorite story using appropriate rhythm, pace, phrasing and intonation	3.1 Shows enjoyment of books and stories and discussion of them 3.2 Tells a story in sequence, following the pictures in a book
Strand: *Inquiring/Researching* — Standard 12: *Research/Inquiry Process*		
Accessing information	IR.12.K.1 Label objects and places	3.7 Identifies letters and signs in the environment 5.4 Recognizes and identifies by name most common objects and pictures
	IR.12.K.2 Understand the use of the library and access appropriate materials	3.1 Shows enjoyment of books and stories and discussion of them 3.3 Demonstrates knowledge of how to use a book

Kindergarten English Language Arts Curriculum Framework		AECE Framework Benchmarks
	IR.12.K.3 Use both print and non-print classroom resources for information	3.1 Shows enjoyment of books and stories and discussion of them 3.7 Identifies letters and signs in the environment 3.19 Shows interest in exploring the environment 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
Interpreting Information	IR.12.K.4 Share information about a topic	3.1 Shows enjoyment of books and stories and discussion of them 3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 5.6 Uses words to communicate ideas and feelings 5.8 Participates in group discussion

Correlation of the Arkansas Early Childhood Education Framework Benchmarks for Three and Four Year Old Children with The Creative Curriculum for Preschool® and the Goals and Objectives of The Creative Curriculum® Developmental Continuum for Ages 3-5

This document shows the correlation of the *Arkansas Early Childhood Education Framework Benchmarks* with the goals and objectives of *The Creative Curriculum® for Preschool.*

The Creative Curriculum is a comprehensive curriculum framework that guides teachers in designing a preschool program in which children learn important skills and content, and develop social competence. *The Creative Curriculum* shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program. It shows how teachers guide learning in literacy, math, science, social studies, the arts, and technology while also supporting children's social/emotional development. Curriculum and assessment are linked by use of *The Creative Curriculum Developmental Continuum Assessment System.*

The Developmental Continuum contains 10 goals and 50 objectives for children ages 3–5. Because children do not achieve an objective all at once, each objective is broken into three developmental steps showing the expected sequence of development for each objective. In addition, there may be children who, in one or more areas of development, are not yet in the typical range. Thus, we have also created a Forerunner step (not shown in this correlation) for each objective. The developmental steps help teachers to determine each child's current development in relation to each objective, and to decide what specific support and kinds of experiences will enable each child to develop and learn.

References

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool.* Washington, DC: Teaching Strategies, Inc.

Division of Child Care and Early Childhood Education. (2004). *Arkansas early childhood education framework handbook.* Little Rock, AR: Author. Reprinted with permission.

Teaching Strategies, Inc. (2001). *The Creative Curriculum® developmental continuum for ages 3-5.* Washington, DC: Author.

DEVELOPMENTAL LEARNING STRAND 1 - SOCIAL/EMOTIONAL

Social/Emotional Development enhances self-concept and promotes acceptance

Content-Related Discussion in *The Creative Curriculum® for Preschool*

Chapter 1, "How Children Develop and Learn"
- p. 18, "What Preschool Children Are Like"
- pp. 18-19, "Social/Emotional Development"
- p. 21, "Cognitive Development"
- pp. 23-26, "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds"

Chapter 2, "The Learning Environment"
- pp. 82-101, "Establishing a Structure for Each Day"
- pp. 102-122, "Creating a Classroom Community"

Chapter 3, "What Children Learn"
- pp. 161-162, "Process Skills"

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
ACT INDEPENDENTLY	
1.1 Demonstrates ability to make choices	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance
1.2 Demonstrates independence in personal care	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
1.3 Demonstrates ability to play independently	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
EXPERIENCE SUCCESS	
1.4 Shows curiosity and desire to learn	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
1.5 Enjoys experimenting and problem solving with ideas as well as with **concrete materials**	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
1.6 Demonstrates confidence in growing abilities	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living
1.7 Demonstrates willingness to try new things	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
1.8 Uses planning in approaching a task or activity	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems **COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
1.9 Shows persistence in approaching tasks	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 24. Shows persistence in approaching tasks I. Sees simple tasks through to completion II. Continues to work on task even when encountering difficulties III. Works on task over time, leaving and returning to complete it
INTERACT SOCIALLY	
1.10 Demonstrates trust in adults	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers)
1.11 Shows ability to separate from parents	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 1. Shows ability to adjust to new situations I. Treats arrival and departure as routine parts of the day II. Accepts changes in daily schedules and routines III. Functions with increasing independence in school
1.12 Demonstrates interest and participates in classroom activities	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 5. Demonstrates self-direction and independence I. Chooses and becomes involved in one activity out of several options II. Completes multiple tasks in a project of own choosing with some adult assistance III. Carves out and completes own task without adult assistance 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
1.13 Participates in routine activities easily	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 3. Recognizes own feelings and manages them appropriately I. Identifies and labels own feelings II. Is able to describe feelings and their causes III. Is increasingly able to manage own feelings **SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures
1.14 Seeks out adults and children	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 2. Demonstrates appropriate trust in adults I. Shows confidence in parents' and teachers' abilities to keep him/her safe and healthy II. Regards parents and teachers as resources and positive role models III. Knows the difference between adults who can help (family members, friends, staff) and those who may not (strangers) **SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
1.15 Understands and respects differences 1.16 Helps others in need	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
1.17 Stands up for rights	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights
1.18 Shares; respects the rights of others	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn
1.19 Works cooperatively with others on completing a task	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 10. Plays well with other children I. Works/plays cooperatively with one other child II. Successfully enters a group and plays cooperatively III. Maintains an ongoing friendship with at least one other child
1.20 Uses compromise and discussion to resolve conflicts	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise
1.21 Becomes involved in solving social problems (conflicts)	**SOCIAL/EMOTIONAL DEVELOPMENT–Sense of Self** 4. Stands up for rights I. Physically or verbally asserts needs and desires II. Asserts own needs and desires verbally without being aggressive III. Takes action to avoid possible disputes over rights **SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 13. Uses thinking skills to resolve conflicts I. Accepts compromise when suggested by peer or teacher II. Suggests a solution to solve a problem; seeks adult assistance when needed III. Engages in a process of negotiation to reach a compromise

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps

DEVELOPMENTAL LEARNING STRAND 2 – CREATIVE/AESTHETIC

Creative/Aesthetic learning enhances self-expression through awareness and sensitivity to the arts.

Content-Related Discussion in *The Creative Curriculum*® *for Preschool*

Chapter 1, "How Children Develop and Learn"
- p. 21, "Cognitive Development"

Chapter 3, "What Children Learn"
- pp. 152-155, "The Arts"
- pp. 161-162, "Process Skills"

Chapter 2, "The Learning Environment"
- pp. 61-81, "Setting Up and Maintaining the Classroom"
  - *See especially:*
  - pp. 62-66, "Establishing Interest Areas"
  - pp. 73-75, "Caring for the Classroom and Children's Work"

Chapter 7, "Dramatic Play," pp. 271-293

Chapter 9, "Art," pp. 317-349

Chapter 13, "Music and Movement," pp. 423-441

EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
2.1 Shows creativity and imagination in play with materials and props	**COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
2.2 Participates in dramatic play themes that become more involved and complex	**COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

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  - pp. 73-75, "Caring for the Classroom and Children's Work"

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EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
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2.2 Participates in dramatic play themes that become more involved and complex	**COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
2.3 Assumes various roles in dramatic play situations	**COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play 36. Makes believe with objects I. Interacts appropriately with real objects or replicas in pretend play II. Uses substitute object or gesture to represent real object III. Uses make-believe props in planned and sustained play
2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles	See *The Creative Curriculum® for Preschool*, Chapter 13, "Music and Movement," pp. 423-441. There is no *Creative Curriculum* objective that correlates directly with this item.
2.7 Experiments with a variety of musical instruments and sound sources	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat	See *The Creative Curriculum® for Preschool*, Chapter 13, "Music and Movement," pp. 423-441. There is no *Creative Curriculum* objective that correlates directly with this item.
2.10 Explores and manipulates art media	**PHYSICAL DEVELOPMENT–Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name **COGNITIVE DEVELOPMENT–Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care	**PHYSICAL DEVELOPMENT–Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name **COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 37. Makes and interprets representations I. Draws or constructs and then names what it is II. Draws or builds a construction that represents something specific III. Plans then creates increasingly elaborate representations
2.13 Recognizes and responds to beauty in the environment	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information
DEVELOPMENTAL LEARNING STRAND 3 – COGNITIVE/INTELLECTUAL LEARNING: **LANGUAGE ARTS** Cognitive/Intellectual learning enhances communication problem solving, making choices, exploring, experimenting, and questioning.	
Content-Related Discussion in *The Creative Curriculum® for Preschool* Chapter 1, "How Children Develop and Learn" p. 21, "Cognitive Development" p. 22, "Language Development" Chapter 2, "The Learning Environment" pp. 61-81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 62-66, "Establishing Interest Areas" Chapter 3, "What Children Learn" pp. 126-133, "Literacy" pp. 161-162, "Process Skills" Chapter 10, "Library," pp. 351-379	
3.1 Shows enjoyment of books and stories and discussion of them	**LANGUAGE DEVELOPMENT–Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
3.2 Tells a story in sequence, following the pictures in a book	**LANGUAGE DEVELOPMENT–Reading and Writing** 48. Comprehends and interprets meaning from books and other texts I. Imitates act of reading in play II. Compares and predicts story events; acts out main events of a familiar story III. Retells a story including many details and draws connections between story events

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
3.3 Demonstrates knowledge of how to use a book	**LANGUAGE DEVELOPMENT–Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
3.4 Demonstrates visual discrimination skills and visual memory skills	**COGNITIVE DEVELOPMENT–Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying
3.5 Understands that print conveys a message	**LANGUAGE DEVELOPMENT–Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read
3.6 Demonstrates an interest in using writing for a purpose	**LANGUAGE DEVELOPMENT–Reading and Writing** 49. Understands the purpose of writing I. Imitates act of writing in play II. Understands there is a way to write that conveys meaning III. Writes to convey meaning
3.7 Identifies letters and signs in the environment	**LANGUAGE DEVELOPMENT–Reading and Writing** 45. Demonstrates understanding of print concepts I. Knows that print carries the message II. Shows general knowledge of how print works III. Knows each spoken word can be written down and read 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections
3.8 Uses known letters or approximation of letters to represent written language	**LANGUAGE DEVELOPMENT–Reading and Writing** 50. Writes letters and words I. Uses scribble writing and letter-like forms II. Writes recognizable letters, especially those in own name III. Uses letters that represent sounds in writing words

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
3.9 Identifies some letters and makes some letter-sound matches	**LANGUAGE DEVELOPMENT–Reading and Writing** 46. Demonstrates knowledge of the alphabet I. Recognizes and identifies a few letters by name II. Recognizes and names many letters III. Beginning to make letter-sound connections 47. Uses emerging reading skills to make meaning from print I. Uses illustrations to guess what the text says II. Makes judgments about words and text by noticing features (other than letters or words) III. Uses different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print
DEVELOPMENTAL LEARNING STRAND 3 – COGNITIVE/INTELLECTUAL LEARNING: MATHEMATICS AND SCIENCE	
Content-Related Discussion in *The Creative Curriculum*® for Preschool Chapter 1, "How Children Develop and Learn" p. 21, "Cognitive Development" Chapter 2, "The Learning Environment" pp. 61-81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 62-66, "Establishing Interest Areas" Chapter 3, "What Children Learn" pp. 134-141, "Mathematics" pp. 142-145, "Science" pp. 156-160, "Technology" pp. 161-162, "Process Skills" Mathematics Chapter 6, "Blocks," pp. 243-269 Chapter 8, "Toys and Games," pp. 295-315 Chapter 14, "Cooking," pp. 443-469 Chapter 15, "Computers," pp. 471-491Science Chapter 11, "Discovery," pp. 381-401 Chapter 12, "Sand and Water," pp. 403-421 Chapter 15, "Computers," pp. 471-491 Chapter 16, "Outdoors," pp. 493-522	
3.10 Classifies objects by physical features such as shape or color 3.11 Classifies objects conceptually (things that go together)	**COGNITIVE DEVELOPMENT–Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
3.12 Recognizes patterns and can repeat them (patterning)	**COGNITIVE DEVELOPMENT–Logical Thinking** 30. Recognizes patterns and can repeat them I. Notices and recreates simple patterns with objects II. Extends patterns or creates simple patterns of own design III. Creates complex patterns of own design or by copying

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
3.13 Demonstrates one-to-one correspondence	**COGNITIVE DEVELOPMENT–Logical Thinking** 33. Uses one-to-one correspondence I. Matches pairs of objects in one-to-one correspondence II. Places objects in one-to-one correspondence with another set III. Uses one-to-one correspondence as a way to compare two sets
3.14 Demonstrates the ability to order and sequence	**COGNITIVE DEVELOPMENT–Logical Thinking** 29. Arranges objects in a series I. Notices when one object in a series is out of place II. Figures out a logical order for a group of objects III. Through trial and error, arranges objects along a continuum according to two or more physical features
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) 3.16 Demonstrates an understanding of addition and subtraction, using manipulatives	**COGNITIVE DEVELOPMENT–Logical Thinking** 34. Uses numbers and counting I. Imitates counting behavior using number names (may not always say one number per item or get the sequence right) II. Counts correctly up to 5 or so using one number for each object (may not always keep track of what has or has not been counted) III. Counts to 10 or so connecting number words and symbols to the objects counted and knows that the last number describes the total
3.17 Shows understanding of different relationships of objects in space (spatial relations)	**COGNITIVE DEVELOPMENT–Logical Thinking** 32. Shows awareness of position in space I. Shows comprehension of basic positional words and concepts II. Understands and uses positional words correctly III. Shows understanding that positional relationships vary with one's perspective
3.18 Shows an awareness of time concepts	**COGNITIVE DEVELOPMENT–Logical Thinking** 31. Shows awareness of time concepts and sequence I. Demonstrates understanding of the present and may refer to past and future II. Uses past and future tenses and time words appropriately III. Associates events with time-related concepts
3.19 Shows interest in exploring the environment	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)	**LANGUAGE DEVELOPMENT–Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3-4 words) to express wants and needs II. Uses longer sentences (5-6 words) to communicate III. Uses more complex sentences to express ideas and feelings
3.22 Makes comparisons(scientific process: comparing)	**COGNITIVE DEVELOPMENT–Logical Thinking** 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
3.23 Shows awareness of cause-effect relationships	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 25. Explores cause and effect I. Notices and comments on effect II. Wonders "what will happen if" and tests out possibilities III. Explains plans for testing cause and effect, and tries out ideas
3.24 Finds more than one solution to a problem	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 23. Approaches problems flexibly I. Finds multiple uses for classroom objects II. Experiments with materials in new ways when first way doesn't work III. Finds alternative solutions to problems
3.25 Applies information or experience to a new context (scientific process: applying)	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

DEVELOPMENTAL LEARNING STRAND 3 – COGNITIVE/INTELLECTUAL LEARNING: SOCIAL STUDIES

Content-Related Discussion in *The Creative Curriculum® for Preschool*

Chapter 1, "How Children Develop and Learn"
- pp. 18-19, "Social/Emotional Development"
- p. 21, "Cognitive Development"

Chapter 2, "The Learning Environment"
- pp. 61-81, "Setting Up and Maintaining the Classroom"
  - *See especially:*
  - pp. 62-66, "Establishing Interest Areas"
  - pp. 102-122, "Creating a Classroom Community"

Chapter 3, "What Children Learn"
- pp. 146-161, "Social Studies"
- pp. 161-162, "Process Skills"

Chapter 5, "The Family's Role," pp. 211-241

Chapter 7, "Dramatic Play," pp. 271-293

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
3.26 Identifies self as a boy or girl	**COGNITIVE DEVELOPMENT–Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
3.27 Identifies self as a member of a specific family and cultural group	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn
3.28 Shows pride in heritage and background	**SOCIAL/EMOTIONAL DEVELOPMENT–Prosocial Behavior** 11. Recognizes the feelings of others and responds appropriately I. Is aware of other children's feelings and often responds in a like manner II. Shows increasing awareness that people may have different feelings about the same situation III. Recognizes what another person might need or want 12. Shares and respects the rights of others I. With prompts, shares or takes turns with others II. Shares toys or allows turn in response to another child's request III. Shares and defends the rights of others to a turn
3.29 Shows awareness of the roles people play in society	**COGNITIVE DEVELOPMENT–Representation and Symbolic Thinking** 35. Takes on pretend roles and situations I. Performs and labels actions associated with a role II. Offers a play theme and scenario III. Engages in elaborate and sustained role play
3.30 Functions as a member of the classroom community	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment 8. Follows classroom routines I. Participates in classroom activities (e.g., circle time, clean-up, napping, toileting, eating, etc.) with prompting II. Understands and follows classroom procedures without prompting III. Follows and understands the purpose of classroom procedures 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules
3.31 Shows awareness of safe behavior	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 9. Follows classroom rules I. Follows classroom rules with reminders II. Understands and follows classroom rules without reminders III. Follows and understands reasons for classroom rules

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
3.32 Cares for the environment	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 7. Respects and cares for classroom environment and materials I. Uses materials in appropriate ways II. Puts away used materials before starting another activity III. Begins to take responsibility for care of the classroom environment
DEVELOPMENTAL LEARNING STRAND 4 – PHYSICAL DEVELOPMENT Physical development promotes good health, nutrition fitness, and fine and gross motor coordination.	
Content-Related Discussion in *The Creative Curriculum® for Preschool* Chapter 1, "How Children Develop and Learn" pp. 18-19, "Social/Emotional Development" p. 20, "Cognitive Development" p. 21, "Cognitive Development" pp. 23-26, "Ages and Stages of Development: Three-Year-Olds, Four-Year-Olds, and Five-Year-Olds" Chapter 2, "The Learning Environment" pp. 61-81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 62-66, "Establishing Interest Areas" Chapter 3, "What Children Learn" pp. 161-162, "Process Skills" Health and Nutrition Chapter 14, "Cooking," pp. 443-469 Fine Motor Chapter 8, "Toys and Games," pp. 295-315 Chapter 9, "Art," pp. 317-349 Gross Motor Chapter 13, "Music and Movement," pp. 423-441 Chapter 16, "Outdoors," pp. 493-522	
4.1 Identifies body parts and understands their functions	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **COGNITIVE DEVELOPMENT–Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason
4.2 Demonstrates health and personal care habits	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
4.3 Tries new foods before deciding whether he/she likes them	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living **COGNITIVE DEVELOPMENT–Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
4.4 Recognizes different types of food	**COGNITIVE DEVELOPMENT–Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
4.5 Shows awareness that some foods are better for your body than others	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 6.Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living **COGNITIVE DEVELOPMENT–Logical Thinking** 27. Classifies objects I. Sorts objects by one property such as size, shape, color, or use II. Sorts a group of objects by one property and then by another III. Sorts objects into groups/subgroups and can state reason 28. Compares/measures I. Notices similarities and differences II. Uses comparative words related to number, size, shape, texture, weight, color, speed, volume III. Understands/uses measurement words and some standard measurement tools
FINE MOTOR	
4.6 Coordinates eye and hand movements to complete tasks	**PHYSICAL DEVELOPMENT–Fine Motor** 20. Coordinates eye-hand movement I. Performs simple manipulations II. Performs simple manipulations with increasing control III. Manipulates materials in a purposeful way, planning and attending to detail

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
4.7 Uses small muscles for self-help skills	**SOCIAL/EMOTIONAL DEVELOPMENT–Responsibility for Self and Others** 6. Takes responsibility for own well-being I. Uses self-help skills with occasional reminders II. Uses self-help skills and participates in chores without reminders III. Understands the importance of self-help skills and their role in healthy living **PHYSICAL DEVELOPMENT–Fine Motor** 19. Controls small muscles in hands I. Manipulates objects with hands II. Manipulates smaller objects with increasing control III. Manipulates a variety of objects requiring increased coordination
4.8 Uses writing and drawing tools with control and intention	**PHYSICAL DEVELOPMENT–Fine Motor** 21. Uses tools for writing and drawing I. Holds a marker or crayon with thumb and two fingers; makes simple strokes II. Makes several basic strokes or figures; draws some recognizable objects III. Copies and draws simple shapes, letters, and words including name
GROSS MOTOR	
4.9 Freely participates in gross motor activities	**PHYSICAL DEVELOPMENT–Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination 17. Pedals and steers a tricycle (or other wheeled vehicle) I. Pedals in forward direction, steering around wide corners II. Pedals and steers around obstacles and sharp corners III. Rides with speed and control
4.10 Throws, kicks, bounces, and catches	**PHYSICAL DEVELOPMENT–Gross Motor** 18. Demonstrates throwing, kicking, and catching skills I. Throws, catches, and kicks objects with somewhat awkward movements II. Throws, catches, and kicks with increasing control III. Throws and kicks at target and catches with increasing accuracy
4.11 Runs, jumps, hops and skips	**PHYSICAL DEVELOPMENT–Gross Motor** 14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping) I. Moves with direction and beginning coordination II. Moves with direction and increasing coordination III. Moves with direction and refined coordination
4.12 Shows balance and coordination	**PHYSICAL DEVELOPMENT–Gross Motor** 15. Shows balance while moving I. Attempts to walk along a line, stepping off occasionally II. Walks along wide beam such as edge of sandbox III. Walks forward easily, and backward with effort, along a wide beam

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
4.13 Climbs up and down	**PHYSICAL DEVELOPMENT–Gross Motor** 16. Climbs up and down I. Climbs a short, wide ladder II. Climbs up and down stairs and ladders, and around obstacles III. Climbs and plays easily on ramps, stairs, ladders, or sliding boards
DEVELOPMENTAL LEARNING STRAND 5 – LANGUAGE Language enhances the development of children in all areas.	
Content-Related Discussion In *The Creative Curriculum® for Preschool* Chapter 1, "How Children Develop and Learn" pp. 18-19, "Social/Emotional Development" p. 21, "Cognitive Development" p. 22, "Language Development" Chapter 2, "The Learning Environment" pp. 61-81, "Setting Up and Maintaining the Classroom" *See especially:* pp. 62-66, "Establishing Interest Areas" Chapter 3, "What Children Learn" pp. 126-133, "Literacy" pp. 161-162, "Process Skills" Chapter 10, "Library," pp. 351-379	
LANGUAGE	
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)	**LANGUAGE DEVELOPMENT–Listening and Speaking** 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words
5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	**LANGUAGE DEVELOPMENT–Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3-4 words) to express wants and needs II. Uses longer sentences (5-6 words) to communicate III. Uses more complex sentences to express ideas and feelings 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
5.3 Expands vocabulary	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum®* Goals, Objectives, and Developmental Steps
5.4 Recognizes and identifies by name most common objects and pictures	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 22. Observes objects and events with curiosity I. Examines with attention to detail, noticing attributes of objects II. Notices and/or asks questions about similarities and differences III. Observes attentively and seeks relevant information **LANGUAGE DEVELOPMENT–Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3-4 words) to express wants and needs II. Uses longer sentences (5-6 words) to communicate III. Uses more complex sentences to express ideas and feelings
5.5 Participates in songs, finger plays, rhyming activities, and games	**LANGUAGE DEVELOPMENT–Listening and Speaking** 38. Hears and discriminates the sounds of language I. Plays with words, sounds, and rhymes II. Recognizes and invents rhymes and repetitive phrases; notices words that begin the same way III. Hears and repeats separate sounds in words; plays with sounds to create new words **LANGUAGE DEVELOPMENT–Reading and Writing** 44. Enjoys and values reading I. Listens to stories being read II. Participates in story time interactively III. Chooses to read on own; seeks information in books; sees self as reader
5.6 Uses words to communicate ideas and feelings	**LANGUAGE DEVELOPMENT–Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3-4 words) to express wants and needs II. Uses longer sentences (5-6 words) to communicate III. Uses more complex sentences to express ideas and feelings
5.7 Engages in two-way conversation with children and adults	**LANGUAGE DEVELOPMENT–Listening and Speaking** 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges
5.8 Participates in group discussion	**LANGUAGE DEVELOPMENT–Listening and Speaking** 41. Answers questions I. Answers simple questions with one or two words II. Answers questions with a complete thought III. Answers questions with details 42. Asks questions I. Asks simple questions II. Asks questions to further understanding III. Asks increasingly complex questions to further own understanding 43. Actively participates in conversations I. Responds to comments and questions from others II. Responds to others' comments in a series of exchanges III. Initiates and/or extends conversations for at least four exchanges

Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
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DEVELOPMENTAL LEARNING STRAND 5 – LANGUAGE Language enhances the development of children in all areas.	
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Arkansas Early Childhood Education Framework Benchmarks	*Creative Curriculum*® Goals, Objectives, and Developmental Steps
5.9 Uses language to problem solve	**COGNITIVE DEVELOPMENT–Learning and Problem Solving** 26. Applies knowledge or experience to a new context I. Draws on everyday experiences and applies this knowledge to similar situations II. Applies new information or vocabulary to an activity or interaction III. Generates a rule, strategy, or idea from one learning experience and applies it in a new context **LANGUAGE DEVELOPMENT–Listening and Speaking** 39. Expresses self using words and expanded sentences I. Uses simple sentences (3-4 words) to express wants and needs II. Uses longer sentences (5-6 words) to communicate III. Uses more complex sentences to express ideas and feelings
5.10 Follows directions in sequence	**LANGUAGE DEVELOPMENT–Listening and Speaking** 40. Understands and follows oral directions I. Follows one-step directions II. Follows two-step directions III. Follows directions with more than two steps

DRAFT: Correlation of Arkansas Early Childhood Education Framework: Benchmarks with The Work Sampling System Developmental Guidelines for Preschool 4

Arkansas Early Childhood Education Framework Benchmark		Work Sampling System: Developmental Guidelines for Preschool 4 (4th edition)		
		Domain	Component	Performance Indicator
Learning Strand: Social/Emotional Development				
	Acts Independently			
1.1	Demonstrates ability to make choices	I. Personal & Social Development	A. Self concept	2. Shows some self-direction.
1.2	Demonstrates independence in personal care	VII. Physical Development & Health	C. Personal health and safety	1. Performs some self-care tasks independently.
1.3	Demonstrates ability to play independently	I. Personal & Social Development	A. Self concept	2. Shows some self-direction.
	Experience Success			
1.4	Shows curiosity and desire to learn	I. Personal & Social Development	C. Approaches to learning	1. Shows eagerness and curiosity as a learner.
1.5	Enjoys experimenting and problem-solving with ideas as well as with concrete materials	I. Personal & Social Development	C. Approaches to learning	3. Approaches tasks with flexibility and inventiveness.
1.6	Demonstrates confidence in growing abilities	I. Personal & Social Development	A. Self concept	1. Demonstrates self-confidence.
	Demonstrates willingness to try new things	I. Personal & Social Development	A. Self concept *C. Approaches to learning*	2. Shows some self-direction. *3. Approaches task with flexibility...*
1.8	Uses planning in approaching a task or activity	I. Personal & Social Development	A. Self concept C. Approaches to learning	2. Shows some self-direction. 3. Approaches tasks with flexibility and inventiveness.
1.9	Shows persistence in approaching tasks	I. Personal & Social Development	C. Approaches to learning	2. Attends to tasks and seeks help when encountering a problem. *3. Approaches task with flexibility...*
	Interact Socially			
1.10	Demonstrates trust in adults	I. Personal & Social Development I. Personal & Social Development	D. Interaction with others E. Social problem-solving	2. Interacts easily with familiar adults. 1. Seeks adult help when needed to resolve conflicts.
1.11	Shows ability to separate from parents	I. Personal & Social Development	B. Self control	3. Manages transitions.
1.12	Demonstrates interest and participates in classroom activities	I. Personal & Social Development	A. Self concept	1. Demonstrates self-confidence.
1.13	Participates in routine activities easily	I. Personal & Social Development	B. Self control	1. Follows simple classroom rules and routines. *3. Manages transitions*
1.14	Seeks out adults and children	I. Personal & Social Development I. Personal & Social Development	D. Interaction with others D. Interaction with others	1. Interacts easily with one or more children. 2. Interacts easily with familiar adults.
1.15	Understands and respects differences	V. Social Studies	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
1.16	Helps others in need	I. Personal & Social Development	D. Interaction with others	4. Shows empathy and caring for others.
1.2	Stands up for rights	I. Personal & Social Development	E. Social problem-solving A. Self Concept	1. Seeks adult help when needed to resolve conflicts. 1. Demonstrates self confidence (add but still not a good match)

Arkansas Early Childhood Education Framework		Work Sampling System: Developmental Guidelines for Preschool 4 (4th edition)		
Benchmark		Domain	Component	Performance Indicator
Learning Strand: Social/Emotional Development				
1.2	Shares; respects the rights of others	I. Personal & Social Development	D. Interaction with others	1. Interacts easily with one or more children
1.19	Works cooperatively with others in completing a task	I. Personal & Social Development	C. Approaches to learning D. Interaction with others	2. Attends to tasks and seeks help when encountering a problem. 1. Interacts easily with one or more children 3. Participates in group life of the class
1.20	Uses compromise and discussion to resolve conflicts	I. Personal & Social Development	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.
1.2	Becomes involved in solving social problems (conflicts)	I. Personal & Social Development	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.
Learning Strand: Creative/Aesthetic Learning				
2.1	**Expression Through Art Forms and Activities** Shows creativity and imagination in play with materials and props	I. Personal & Social Development II. Language & Literacy V. The Arts	C. Approaches to learning D. Writing A. Expression and representation	3. Approaches tasks with flexibility and inventiveness. 1. Represents ideas and stories through pictures, dictation and play 3. Uses a variety of art materials for tactile experience and exploration.
2.2	Participate in dramatic play themes that become more involved and complex	VI. The Arts I. Personal & Social Development	A. Expression and representation A. *Approaches to Learning*	2. Participates in creative movement, dance and drama. 3. Approaches tasks with flexibility and inventiveness.
2.3	Assumes various roles in dramatic play situations	VI. The Arts I. Personal and Social Development	Expression and representation A. Self concept	2. Participates in creative movement, dance and drama. 1. Demonstrates self-confidence.
2.4	Participates freely in music activities	VI. The Arts	A. Expression and representation	1. Participates in group music experiences.
2.5	Enjoys singing games, dramatizing songs and moving to music	VI. The Arts	A. Expression and representation	1. Participates in group music experiences 2. Participates in creative movement, dance and drama
2.6	Express through movement what is felt and heard in various musical tempos and styles	VI. The Arts	A. Expression and representation	2. Participates in creative movement, dance and drama.
2.7	Experiments with a variety of musical instruments and sound sources	VI. The Arts IV. Scientific Thinking I. Personal Social	A. Expression and representation A. Inquiry C. Approaches to Learning	1. Participates in group music experiences. 1. Asks questions, uses senses to observe 3. Approaches play/tasks with purpose and flexibility
2.8	Identifies the source of a variety of sounds	IV. Scientific thinking		1. Asks questions, uses senses to ob
2.9	Moves in time to the beat	VI. The Arts VI. The Arts	A. Expression and representation A. Expression and representation	1. Participates in group music experiences. 2. Participates in creative movement, dance and drama.
2.10	Explores and manipulates art media	VI. The Arts VII. Physical Development & Health	A. Expression and representation B. Fine motor development	3. Uses a variety of art materials for tactile experience and exploration. 3. Shows beginning control of writing, drawing and art tools.
2.11	Creates drawings and paintings that gradually become more detailed and realistic	II. Language & Literacy VI. Arts	D. Writing A. Expression and representations	1. Represents ideas and stories through pictures, dictation and play. 3. Uses a variety of art materials

Arkansas Early Childhood Education Framework		Work Sampling System: Developmental Guidelines for Preschool 4 (4th edition)		
Benchmark		Domain	Component	Performance Indicator
2.12	Preplans art project and then works with care	VI. The Arts	A. Expression and representation	3. Uses a variety of art materials for tactile experience and exploration.
2.13	Recognizes and responds to beauty in the environment	VI. Arts	D. People and where they Live B. Understanding and Appreciation	2. Shows awareness of the environment. 1. Responds to artistic creation or events
Learning Strand: Cognitive/Intellectual Learning				
3.1	Language Arts Shows enjoyment of books and stories and discussion of them	II. Language & Literacy	C. Reading	1. Shows appreciation for books and reading.
3.2	Tells a story in sequence, following the pictures in a book	II. Language & Literacy	C. Reading	4. Comprehends and responds to stories read aloud.
3.3	Demonstrates knowledge of how to use a book	II. Language & Literacy	C. Reading	2. Shows beginning understanding of concepts about print.
3.4	Demonstrates visual discrimination and visual memory skills	II. Language & Literacy	C. Reading	3. Begins to develop knowledge about letters.
3.5	Understands that print conveys a message	II. Language & Literacy II. Language & Literacy	C. Reading D. Writing	2. Shows beginning understanding of concepts about print. 4. Comprehends and responds to stories read aloud. 1. Represents ideas ..etc. 2. Uses letter-like shapes, etc. 3. Understand purpose for writing..
3.6	Demonstrates an interest in using writing for a purpose	II. Language & Literacy	D. Writing	1. Represents ideas and stories through pictures, dictation and play. 3. Understands purposes of writing
3.7	Identifies letters and signs in the environment	II. Language & Literacy	C. Reading	3. Begins to develop knowledge about letters 2. Shows beginning understanding of concepts of print
3.8	Uses known letters or approximation of letters to represent written language	II. Language & Literacy	C. Reading D. Writing	2. Shows beginning understanding of concepts about print. 2. Uses letter like-shapes, symbols, and letters to convey meaning
3.9	Identifies some letters and makes some letter-sounds matches	II. Language & Literacy	C. Reading	3. Begins to develop knowledge of letters
3.10	Mathematics and Science Classifies objects by physical features such as Shape or color	III. Mathematical Thinking III. Mathematical Thinking	C. Patterns, relationships and functions D. Geometry and spatial relations	1. Sorts objects into subgroups that vary by one or two attributes. 1. Begins to recognize and describe the attributes of shapes.
3.11	Classifies objects conceptually (things that go together)	III. Mathematical Thinking	C. Patterns, relationship, and functions	1. Sorts objects into sub-groups that very by one or two attributes
3.12	Recognizes patterns and can repeat them (patterning)	III. Mathematical Thinking III. Mathematical Thinking III. Mathematical Thinking	C. Patterns, relationships and functions	2. Recognizes simple patterns and duplicates them.
3.13	Demonstrates one-to-one correspondence	III. Mathematical Thinking	B. Number and operations	1. Shows beginning understanding of number and quantity.

Arkansas Early Childhood Education Framework		Work Sampling System: Developmental Guidelines for Preschool 4 (4th edition)		
Benchmark		Domain	Component	Performance Indicator
3.14	Demonstrates the ability to order and sequence	III. Mathematical Thinking	C. Patterns, relationships and functions E. Measurement	2. Recognizes simple patterns and duplicates them. 1. Orders, compares and described objects according to single attribute
3.15	Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)	III. Mathematical Thinking	B. Number and operations	1. Shows beginning understanding of number and quantity.
3.16	Demonstrates an understanding of addition and subtraction, using manipulatives	III. Mathematical Thinking III. Mathematical Thinking	A. Mathematical processes B. Number and operations	1. Begins to use simple strategies to solve mathematical problems. 1.Shows beginning understanding of number and quantity.
3.17	Shows understanding of different relationships of object in space (spatial relations)	Mathematical Thinking	D. Geometry and Spatial Relations	2. Shows understanding of and uses several position words
3.18	Shows an awareness of time concepts	III. Mathematical Thinking	E. Measurement	2. Participates in measuring activities.
3.19	Shows interest in exploring the environment.	V. Social Studies I. Personal and Social IV. Science	D. People and where they live C. Approaches to Learning A. Inquiry	2. Shows awareness of the environment. 1. Shows eagerness and curiosity as a learner 1. Asks questions and uses senses to explore materials and natural phen.
3.20	Uses senses to learn about the characteristics of the environment, and to collect data (specific process: observing)	IV. Scientific Thinking IV. Scientific Thinking	A. Inquiry A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena. 2. Uses simple tools and equipment for investigation.
3.21	Uses words to describe the characteristics of objects (scientific process: communicating)	II. Language & Literacy	B. Speaking	Uses expanded vocabulary and language for a variety of purposes.
3.22	Makes comparisons (scientific process: comparing)	IV. Scientific Thinking	A. Inquiry	3. Makes comparisons among objects.
3.23	Shows awareness of cause-effect relationships	IV. Scientific Thinking	A. Inquiry	1. Asks questions and uses senses to observe and explore materials and natural phenomena.
3.24	Finds more than one solution to a problem	IV. Scientific Thinking I. Personal & Social	A. Inquiry C. Approaches to learning	1. Asks questions and uses senses to observe and explore materials and natural phenomena. 3. Approaches tasks with flexibility and inventiveness.
3.25	Applies information or experience to a new context (scientific process: applying)	I. Personal & Social	C. Approaches to learning	3. Approaches tasks with flexibility and inventiveness.
3.26	Social Studies Identifies self as a boy or girl (in 3 but not 4)	V. Social Studies	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
3.27	Identifies self as a member of a specific family and cultural group	V. Social Studies	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
3.28	Shows pride in heritage and background	V. Social Studies V. Social Studies	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.

Arkansas Early Childhood Education Framework		Work Sampling System: Developmental Guidelines for Preschool 4 (4th edition)		
Benchmark		Domain	Component	Performance Indicator
3.29	Shows awareness of the roles people play in society	V. Social Studies V. Social Studies	B. Human interdependence B. Human interdependence C. Citizenship and Government	1. Begins to understand family needs, roles and relationships. 2. Describes some people's jobs and what is required to perform them. 2. Shows awareness of what it means to be a leader
3.30	Functions as a member of the classroom community	I. Personal & Social Development V. Social Studies	D. Interaction with others C. Citizenship and government	3. Participates in the group life of the class. 1. Demonstrates awareness of rules
3.31	Shows awareness of safe behavior	VII. Physical Development & Health V. Social Studies	C. Personal health and Safety C. Citizenship and Government	2. Follows basic health and safety rules. 1. Demonstrates awareness of rules
3.32	Cares for the environment			2. Shows awareness of the environment. 2. Uses classroom materials carefully
Learning Strand: Physical Development				
4.1	**Health and Nutrition** Identifies body parts and understands their functions	V. Social Studies	A. People, past and present	1. Identifies similarities and differences in personal and family characteristics.
4.2	Demonstrates health and personal care habits	VII. Physical Development & Health	C. Personal health and safety	1. Performs some self-care tasks independently.
4.3	Tries new foods before deciding whether he/she likes them	VII. Physical Development & Health I. Personal & Social Development	C. Personal health and safety C. Approaches to learning	2. Follows basic health and safety rules. 1. Shows eagerness and curiosity as a learner.
4.4	Recognizes different types of food	II. Language & Literacy IV. Science	B. Speaking A. Inquiry	2. Uses expanded vocabulary and language for a variety of purposes. ?? 1. Asks questions and uses senses to observe and explore materials and natural phenomena
4.5	Shows awareness that some foods are better for your body than others	VII. Physical Development & Health	C. Personal health and safety	2. Follows basic health and safety rules.
4.6	**Fine Motor** Coordinate eye and hand movements to complete tasks	VII. Physical Development & Health	B. Fine motor development	2. Uses eye-hand coordination to perform tasks.
4.7	Uses small muscles for self-help skills	VII. Physical Development & Health	B. Fine motor Development C. Personal Health and Safety	1. Uses strength and control to perform simple tasks. 2. Uses eye-hand coordination to perform tasks 1. Performs some self-care tasks independently
4.8	Uses writing and drawing tools with control and intention	VII. Physical Development & Health	B. Fine motor Development	3. Shows beginning control of writing, drawing and art tools.
4.9	**Gross Motor** Freely participates in gross motor activities	VII. Physical Development & Health	A. Gross motor development	1. Moves with balance and control. 2. Coordinates movements to perform simple tasks.
4.10	Throws, kicks, bounces and catches	VII. Physical Development & Health	A. Gross motor development	2. Coordinates movements to perform simple tasks.
4.11	Runs, jumps, hops and skips	VII. Physical Development & Health	A. Gross motor development	1. Moves with balance and control
4.12	Shows balance and coordination	VII. Physical Development & Health	A. Gross motor development	1. Moves with balance and control. 2. Coordinates movements to perform simple tasks
4.13	Climbs up and down equipment	VII. Physical Development & Health	A. Gross motor development	

Learning Strand: Language				
	NOTE: NEW BENCHMARK AND RENUMBERING OF PREVIOUS BENCHMARKS			
5.1	Demonstrates phonological awareness	II. Language and Literacy	A. Listening	3. Demonstrates phonological awareness
5.2	Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar	II. Language & Literacy	B. Speaking	1. Speaks clearly enough to be understood without contextual clues.
5.3	Expands vocabulary	II. Language & Literacy	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
5.4	Recognizes and identifies by name most common objects and pictures	II. Language & Literacy	B. Speaking	2. Uses expanded vocabulary and language for a variety of purposes.
5.5	Participates in songs, finger plays, rhyming activities and games	II. Language & Literacy	A. Listening	3. Demonstrates phonological awareness.
5.6	Uses words to communicate ideas and feelings	II. Language & Literacy II. Language & Literacy	A. Listening B. Speaking	1. Gains meaning by listening. 2. Uses expanded vocabulary and language for a variety of purposes.
5.7	Engages in two-way conversation with children and adults	II. Language & Literacy I. Personal & Social Development I. Personal & Social Development	A. Listening D. Interaction with others D. Interaction with others	1. Gains meaning by listening. 1. Interacts easily with one or more children 2. Interacts easily with familiar adults
5.8	Participates in group discussion	II. Language & Literacy I. Personal and Social Development	A. Listening C. Approaches to learning	1. Gains meaning by listening. 1. Shows eagerness and curiosity as a learner
5.9	Uses language to problem solve	I. Personal & Social Development	E. Social problem-solving	1. Seeks adult help when needed to resolve conflicts.
5.10	Follows directions in sequence	II. Language & Literacy	A. Listening	2. Follows two- or three-step directions.