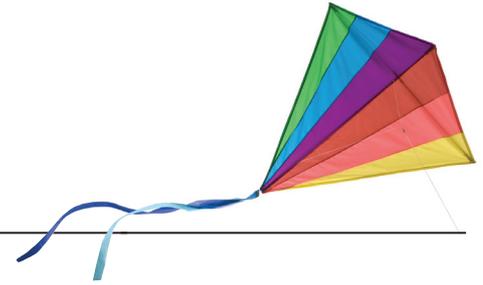




Alignment of



Teaching Strategies GOLD®
Objectives for Development & Learning:
Birth *Through* Kindergarten



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Hawaii Early Learning and Development Standards***

This document aligns the content in the *Hawaii Early Learning and Development Standards* with the objectives, dimensions, and indicators of the Teaching Strategies GOLD[®] assessment system.

References

Hawaii Early Learning and Development Standards content was obtained from <http://p3hawaii.org/HELDS/standards>

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD[®] objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

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| Physical Well-Being, Health, and Motor Development | |
| Birth to 12 months | |
| Motor Development | |
| Gross Motor Skills | |
| Experiment with different way of moving (e.g. rolls over; crawls, begins to use arms and legs purposefully, etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving |
| Reach for objects | 6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects |
| Balance while exploring immediate environment (e.g. sits while propped up) | 5. Demonstrates balancing skills 2. Balances while exploring immediate environment |
| Fine Motor Skills | |
| Reach for and hold objects purposefully | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully |
| Physical Development | |
| Physical Exercise | |
| Show alertness during waking periods | 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds |
| Health and Personal Care | |
| Daily Living Skills | |
| Show preference for specific adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults |

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| Notice when parent or primary caregiver leaves | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults |
| 12 to 24 months | |
| Motor Development | |
| Gross Motor Skills | |
| Experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving |
| Experiment with different ways of balancing (e.g. squat to pick up toys; kneel when playing, etc.) | 5. Demonstrates balancing skills 4. Experiments with different ways of balancing |
| Fine Motor Skills | |
| Hold an object in one hand and manipulate with the other hand | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects |
| Grasp objects and pick up objects with thumb and forefingers | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects |
| Physical Development | |
| Physical Exercise | |
| Sustain physical activity for at least three to five minutes at a time | 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences |
| Health and Personal Care | |
| Daily Living Skills | |
| Seek out familiar adult when facing a challenging situation | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world |

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| Change focus and listen when adult is speaking to them | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression |
| Recognize basic health care workers in books, pictures, or photographs | 30. Shows basic understanding of people and how they live |
| Attempt or complete basic hygiene practices with adult support | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self |
| Safe Practices | |
| Cooperate with basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Rules and Regulations | |
| Cooperate with basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| 24 to 36 months | |
| Motor Development | |
| Gross Motor Skills | |
| Continue to experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving |
| Sustain balance during simple movement experiences (e.g. jump off step, landing on two feet; jump over small objects; etc.) | 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences |
| Fine Motor Skills | |
| Twist the wrist to accomplish a task | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |

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| Refine grasp to manipulate tools and objects | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects |
| Physical Development | |
| Physical Exercise | |
| Participate in a variety of physical exercise | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Health and Personal Care | |
| Daily Living Skills | |
| Initiate interactions with familiar and unfamiliar adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults |
| Recognize basic health care workers in books, pictures, photographs, and in person | 30. Shows basic understanding of people and how they live |
| Attempt hygiene routines independently | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs |
| Nutrition | |
| Select from healthy food choices | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Safe Practices | |
| Use basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Rules and Regulations | |
| Uses basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| 36 to 48 months | |
| Motor Development | |
| Gross Motor Skills | |
| Move purposefully from place to place with control (e.g. avoids bumping into things when running; walks up and down stairs alternating feet; gallops; etc.) | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Throw/Kick ball with flexible body movements | 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Continue to sustain balance during simple movement experiences | 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences |
| Fine Motor Skills | |
| Refine wrist and finger movements for more control (e.g. pours without spilling; buttons, zips, buckles; turns knobs; etc.) | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| Hold writing/drawing tools with a three-point finger grip | 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end |
| Physical Development | |
| Physical Exercise | |
| Participate in a variety of physical exercise | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Health and Personal Care | |
| Daily Living Skills | |
| Ask for help when hurt | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |

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| Name one person in the school or community who provides health support for others | 30. Shows basic understanding of people and how they live |
| Attend to personal health needs and ask for assistance when needed | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Identify personal hygiene needs (e.g. “I need to go potty”) | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| With adult assistance, wash hands when needed and cover mouth when coughing or sneezing | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs |
| Nutrition | |
| Identify healthy food choices | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Safe Practices | |
| Use basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Identify helpful and harmful substances | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Rules and Regulations | |
| Retell a rule or safety practice with adult assistance | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| 48 months to KE | |
| Motor Development | |
| Gross Motor Skills | |
| Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops, starts again, skips) | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |
| Throw/Kick/Catch ball with a full range of motion and control | 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion |
| Sustain balance during complex movement experiences (e.g. hop across the playground; attempt to jump rope, etc.) | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences |
| Fine Motor Skills | |
| Use small, precise finger and hand movements (e.g. string small beads; cuts small pictures; uses small Legos) | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |
| Has more control while holding writing/drawing tools with a three-point finger grip | 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing |
| Physical Development | |
| Physical Exercise | |
| Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. “I feel tired”, feels increase in heart rate, etc.) | 29. Demonstrates knowledge about self |
| Name a social or emotional benefit of participating in physical activities | 29. Demonstrates knowledge about self |
| Participate in physical activities | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |

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| Health and Personal Care | |
| Daily Living Skills | |
| Ask for help when hurt | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |
| Name people in the school or community who provide health support for others | 30. Shows basic understanding of people and how they live |
| Manage routines, i.e. dressing self, using toilet alone, using utensils | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Identify and attend to personal hygiene needs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| With reminders, washes hands before eating, after toileting, after using tissues | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs |
| Nutrition | |
| Can explain that some foods help their bodies to grow and be healthy | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Safe Practices | |
| Can articulate what to do in an emergency (call 911; fire procedures [evacuate, stop, drop, roll]) | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |
| Recognize everyday dangers (stove, knives, matches, medicine) and follows rules regarding them | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| Rules and Regulations | |
| Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors |
| Social and Emotional Development | |
| Birth to 12 months | |
| Social Development | |
| Interactions with Adults | |
| Show preference for specific adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults |
| Notice when parent or primary caregiver leaves | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults |
| Interactions with Peers | |
| Make sounds when other children are in view | 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions |
| Reach out to touch peer's face, hair, or other body part | 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions |
| Smile at another infant or at self in mirror | 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions |
| Repeat actions many times to cause a desired effect | 11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results |

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| Adaptive Social behavior | |
| Responds to changes in adults voice or tone | <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations <ul style="list-style-type: none"> 2. Responds to changes in an adult’s tone of voice and expression |
| Emotional Development | |
| Self-efficacy | |
| Behave in consistent ways to elicit desired response | <ul style="list-style-type: none"> 11. Demonstrates positive approaches to learning 11b. Persists <ul style="list-style-type: none"> 2. Repeats actions to obtain similar results |
| Self-control and Regulation | |
| Begin to regulate emotions with adult assistance | <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 2. Uses adult support to calm self |
| Comforts self by clutching, sucking, or stroking when tired or stressed | <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 4. Comforts self by seeking out special object or person |
| Emotional Expression | |
| Express emotion related to basic needs (e.g. cry when distressed, laugh when happy, shake head “no” when presented something they do not like) | <ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs |
| 12 to 24 months | |
| Social Development | |
| Interactions with Adults | |
| Seek out familiar adult when facing a challenging situation | <ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world |

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| Change focus and listen when adult is speaking to them | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult’s tone of voice and expression |
| Interactions with Peers | |
| Imitate actions of other children | 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions |
| Respond appropriately to others’ expressions of wants | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others’ expressions of wants |
| Experiment with effects of own actions on objects and people | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Adaptive Social behavior | |
| Understand one word rules such as “no” or “stop” | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults |
| Assert ownership (e.g., by saying “mine”) | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others’ expressions of wants |
| Emotional Development | |
| Self-efficacy | |
| Begin to demonstrate need to complete tasks on his/her own | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self |
| Self-control and Regulation | |
| Begin to express likes and dislikes | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others’ expressions of wants |

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| Begin to develop strategies to manage expression of feelings | 1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person |
| Emotional Expression | |
| Express emotion related to a problem or conflict | 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict |
| Show a range of emotions including fear, surprise, happiness, and contentment | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| 24 to 36 months | |
| Social Development | |
| Interactions with Adults | |
| Initiate interactions with familiar and unfamiliar adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults |
| Interactions with Peers | |
| Play near other children and uses similar materials or actions | 2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions |
| Interact with other children during play | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| Demonstrate concerns about the feelings of others | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others |

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| Adaptive Social behavior | |
| Follow rules with teacher support | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Emotional Development | |
| Self-efficacy | |
| Demonstrate confidence in meeting own needs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Self-control and Regulation | |
| Begin to regulate emotions | 1. Regulates own emotions and behaviors 1a. Manages feelings 3 emerging to 4. Comforts self by seeking out special object or person |
| Emotional Expression | |
| Begin to label feelings | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items |
| 36 to 48 months | |
| Social Development | |
| Interactions with Adults | |
| With assistance, separates from significant adults without demonstrating a great deal of anxiety | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults |

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| Interactions with Peers | |
| Initiate interactions with other children or interacts when other children initiate | 2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| Participate in small- and large-group activities | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| Make and maintain a friendship with at least one child | 2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while |
| At times, recognize and name the feeling of self and others | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items |
| Adaptive Social behavior | |
| Follow routines and social rules in a group setting most of the time | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Emotional Development | |
| Self-efficacy | |
| Demonstrate confidence in own abilities | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Self-control and Regulation | |
| Regulate own emotions and behavior most of the time | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification |

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| Emotional Expression | |
| Regulate own emotions and behavior most of the time | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification |
| 48 months to KE | |
| Social Development | |
| Interactions with Adults | |
| Sometimes use appropriate social conventions in greetings, in introductions, and in conversations | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Interactions with Peers | |
| Observe and use appropriate ways of interacting in a group of 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Use turn-taking in conversations and in play | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders |
| Shares materials, toys, and ideas during play | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors |
| Show respect and recognize the feelings of others and the causes of their reactions | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately |

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| Adaptive Social behavior | |
| Follow schedule and typical classroom routines (come when called, sit attentively at circle, participate in clean-up) | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Emotional Development | |
| Self-efficacy | |
| Show satisfaction in accomplishments | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Follow routines for care of own belongings and school supplies | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Self-control and Regulation | |
| Regulate emotions and begin to show self-control in handling frustration and disappointment | 1. Regulates own emotions and behaviors 1a. Manages feelings 7 emerging to 8. Controls strong emotions in an appropriate manner most of the time |
| Emotional Expression | |
| Express emotions through socially appropriate actions and words | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |
| Communicate personal experiences or interests | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| Recognize and describe own feelings | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |

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| Approaches to Learning | |
| Birth to 12 months | |
| Learning Approaches | |
| Initiative and Creativity | |
| Use senses to explore the immediate environment | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment |
| Persistence and Attentiveness | |
| Pay attention and try to reproduce pleasurable effects and outcomes | 11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results |
| Pay attention to sights and sounds | 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds |
| Problem Solving | |
| React to a problem | 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal |
| Reflection and Interpretation | |
| Show comfort in routines or experience that mirrors home experiences | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |

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| 12 to 24 months | |
| Learning Approaches | |
| Initiative and Creativity | |
| Explore the environment in close proximity to and in constant sight of caregiver | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world |
| Show interest in new activities and experiences | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Persistence and Attentiveness | |
| Repeat difficult tasks or activities many times to achieve mastery | 11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful |
| Pay attention to sights and sounds | 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds |
| Problem Solving | |
| Use single object in different ways | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways |
| Reflection and Interpretation | |
| Prefer routines and activities that mirror home routines | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Relate objects and people to events | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |

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| 24 to 36 months | |
| Learning Approaches | |
| Initiative and Creativity | |
| Explore the environment independently but seek occasional approval from near-by adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults |
| Try new activities or experiences with adult encouragement | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen |
| Persistence and Attentiveness | |
| Show confidence and pleasure in the completion of a task or activity | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Begin to show persistence in a variety of tasks | 11. Demonstrates positive approaches to learning 11b. Persists 5 emerging to 6. Plans and pursues a variety of appropriately challenging tasks |
| Problem Solving | |
| Use materials in new ways to accomplish task | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks |
| Reflection and Interpretation | |
| Recognize specific activities that are home or school functions | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| With adult support, recall the sequence of personal routines or events | 12. Remembers and connects experiences 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support |

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| Effective and Ethical Use of Technology | |
| Engage in tactile experiences creating letters and other forms | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| 36 to 48 months | |
| Learning Approaches | |
| Initiative and Creativity | |
| Try new activities and experiences independently | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Persistence and Attentiveness | |
| Plan and pursue a variety of challenging tasks | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| With adult assistance, sustain longer interest in working on a task or in play | 11. Demonstrates positive approaches to learning 11a. Attends and engages 3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| Problem Solving | |
| Solve problems without having to try every possibility | 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility |
| Reflection and Interpretation | |
| Retell experiences in order, providing details | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |

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| Recall past experiences in new situations | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Effective and Ethical Use of Technology | |
| With assistance, begins to locate information on identified topics using resources provided by teacher | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions |
| Create letters and other forms using various materials | 28. Uses tools and other technology to perform tasks |
| 48 months to KE | |
| Learning Approaches | |
| Initiative and Creativity | |
| Show eagerness to learn about a variety of topics and ideas | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Persistence and Attentiveness | |
| Plan and pursue a variety of challenging tasks | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Sustain work on age-appropriate, interesting tasks, can ignore most distractions and interruptions | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| Problem Solving | |
| Begin to think problems through, considering several possibilities and analyzing results | 11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results |

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| Reflection and Interpretation | |
| Retell experiences in order, providing details | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| Use knowledge of everyday experiences to apply to a new situation | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Effective and Ethical Use of Technology | |
| With assistance, locate information on identified topics using resources provided by teacher | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions |
| Experiment with a variety of writing tools and surfaces | 28. Uses tools and other technology to perform tasks |
| Identify technology that can be used to gain information | 28. Uses tools and other technology to perform tasks |
| Cognition and General Knowledge | |
| Birth to 12 months | |
| Science | |
| Scientific and Engineering Practices | |
| Place objects in mouth to discover their characteristics | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 24. Uses scientific inquiry skills |

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| Physical Science | |
| Place objects in mouth to discover their characteristics | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 24. Uses scientific inquiry skills |
| Life Sciences | |
| Show interest in the natural world | 27. Demonstrates knowledge of Earth’s environment |
| Recognize self and family members | 29. Demonstrates knowledge about self |
| Engineering, Technology, and Applications of Science | |
| Place objects in mouth to discover their characteristics | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 24. Uses scientific inquiry skills |
| Social Studies | |
| Geography | |
| Move to explore environment (e.g. rolls over; crawls, begins to use arms and legs purposefully, etc.) | 4. Demonstrates traveling skills 2. Moves to explore immediate environment |
| Reach for objects | 6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects |
| Economics | |
| Make basic needs known (e.g. cries when hungry, etc.) | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs |

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| Community and Culture | |
| Community | |
| Become aware of self | 29. Demonstrates knowledge about self |
| Respond to name | 29. Demonstrates knowledge about self |
| Culture | |
| Recognize simple differences between people | 30. Shows basic understanding of people and how they live |
| Creative Arts Expression and Representation | |
| Visual | |
| Explore art tools and materials | 28. Uses tools and other technology to perform tasks 33. Explores the visual arts |
| Gaze at paintings, pictures, or photographs with interest | 33. Explores the visual arts |
| Musical | |
| Imitate new sounds and movements | 34. Explores musical concepts and expression |
| Respond to music | 34. Explores musical concepts and expression |
| Imitate new sounds and movements | 34. Explores musical concepts and expression |
| Respond to music | 34. Explores musical concepts and expression |
| Movement | |
| Recognize simple differences between people | 30. Shows basic understanding of people and how they live |
| Dramatic Expression | |
| Recognize simple differences between people | 30. Shows basic understanding of people and how they live |

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| 12 to 24 months | |
| Mathematics and Numeracy | |
| Number Sense | |
| Begin to imitate rote counting using some names of numbers, with errors in sequence | 20. Uses number concepts and operations 20a. Counts 1 emerging to 2. Verbally counts (not always in the correct order) |
| Begin to use number concepts (e.g. “I want more”) | 20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more |
| Demonstrate an awareness of simple patterns | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Operations | |
| Begin to use number concepts (e.g. “I want more”) | 20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of one, two, and more |
| Measurement and Data | |
| Make simple comparison between two objects | 22. Compares and measures 2. Makes simple comparisons between two objects |
| Show an interest in matching and sorting according to color, size, or shape | 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Geometry | |
| Move body in different directions, such as up, down, around or under | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down) |

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| Science | |
| Scientific and Engineering Practices | |
| Use the senses as tools with which to observe | 24. Uses scientific inquiry skills |
| Ask questions without seeking answers | 24. Uses scientific inquiry skills |
| Physical Science | |
| Explore the characteristics of objects | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Move objects in more than one way | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Life Sciences | |
| Differentiate between animal and plant | 25. Demonstrates knowledge of the characteristics of living things |
| Distinguish between adult and baby | 25. Demonstrates knowledge of the characteristics of living things |
| Earth's Place in the Universe | |
| Observe weather conditions | 27. Demonstrates knowledge of Earth's environment |
| Differentiate between night and day | 31. Explores change related to familiar people or places |
| Point to or label sky, sun, cloud, star, moon | 27. Demonstrates knowledge of Earth's environment |
| Engineering, Technology, and Applications of Science | |
| Explore the characteristics of objects | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Social Studies | |
| History | |
| Respond to changes in routines or schedule | 31. Explores change related to familiar people or places |
| Geography | |
| Experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving 35. Explores dance and movement concepts |

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| Economics | |
| Name some basic needs with single words (e.g. “milk”, “Mama”, etc.) | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects |
| Government/ Political Science | |
| Cooperate with basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Community and Culture | |
| Community | |
| Repeat activities through trial and error and look at adult for acknowledgement of success | 24. Uses scientific inquiry skills |
| Accomplish a new task and clap for self | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Culture | |
| Enjoy poems, stories, and songs about a variety of people and cultures | 30. Shows basic understanding of people and how they live |
| Creative Arts Expression and Representation | |
| Visual | |
| Use basic art materials to create an age appropriate product | 33. Explores the visual arts |
| Show interest in others’ work or products | 33. Explores the visual arts |
| Musical | |
| Show pleasure and excitement when exposed to music | 34. Explores musical concepts and expression |

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| Make scribbles or marks | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks 33. Explores the visual arts |
| Use instruments to create sound | 34. Explores musical concepts and expression |
| Movement | |
| Show interest in moving body in different ways | 35. Explores dance and movement concepts |
| Act out real behaviors during play using objects for intended purpose | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else |
| Dramatic Expression | |
| Enjoy poems, stories, and songs about a variety of people and cultures | 30. Shows basic understanding of people and how they live |
| Respond to audience’s appreciation of actions | 36. Explores drama through actions and language |
| 24 to 36 months | |
| Mathematics and Numeracy | |
| Number Sense | |
| Verbally count to 5 | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Show an understanding of number concepts (i.e. one/two; more/less) | 20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more |
| Recognize and name a few numerals | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals |

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| Recognize simple patterns | 23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns |
| Operations | |
| Show an understanding of number concepts (i.e. one/two; more/less) | 20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more |
| Measurement and Data | |
| Identify characteristics for comparison (e.g., size, color, shape) | 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Order a few objects by size with assistance | 22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Match and sort according to one attribute: color, size, or shape | 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Geometry | |
| Imitate basic directionality with adults and peers | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| Science | |
| Scientific and Engineering Practices | |
| Use the senses as tools with which to observe and describe | 24. Uses scientific inquiry skills |

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| Ask questions and may seek answers | 24. Uses scientific inquiry skills |
| Physical Science | |
| Identify differences in the properties of some objects or materials | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Use words to describe when moving objects in different ways | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Life Sciences | |
| Begin to understand the difference between living and non-living things | 25. Demonstrates knowledge of the characteristics of living things |
| Identify adults and their offspring | 25. Demonstrates knowledge of the characteristics of living things |
| Name some common animals and their babies | 25. Demonstrates knowledge of the characteristics of living things |
| Earth's Place in the Universe | |
| Notice weather change | 27. Demonstrates knowledge of Earth's environment |
| Identify the sky's different characteristics during night and day | 31. Explores change related to familiar people or places |
| Notice differences in cloud patterns | 27. Demonstrates knowledge of Earth's environment |
| Engineering, Technology, and Applications of Science | |
| Use simple tools to continue exploration | 28. Uses tools and other technology to perform tasks |
| Social Studies | |
| History | |
| State periods of day when events occur | 31. Explores change related to familiar people or places |
| Geography | |
| Follow a pathway or roadway on a large car mat | 32. Demonstrates simple geographic knowledge |
| Economics | |
| Recognize that others have basic needs (e.g. offers a cookie, or a hug, etc.) | 30. Shows basic understanding of people and how they live |

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| Continue to experiment with different ways of moving (e.g. walks across room; marches; walks backwards; etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving 35. Explores dance and movement concepts |
| Name self in pictures | 29. Demonstrates knowledge about self |
| Recognize that money is needed to purchase materials | 30. Shows basic understanding of people and how they live |
| Identify that businesses provide goods or services | 30. Shows basic understanding of people and how they live |
| Government/ Political Science | |
| Use basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Community and Culture | |
| Community | |
| Have knowledge of own characteristics (such as name, gender, age, physical traits and family roles) | 29. Demonstrates knowledge about self |
| Name self in pictures | 29. Demonstrates knowledge about self |
| Culture | |
| With teacher support, begin to develop awareness, knowledge, and appreciation of own culture | 29. Demonstrates knowledge about self |
| Creative Arts Expression and Representation | |
| Visual | |
| Tell about own art products | 33. Explores the visual arts |
| With adult assistance, use a variety of tools and materials to create new products | 28. Uses tools and other technology to perform tasks 33. Explores the visual arts |

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| With adult assistance, comment on characteristics of others' work | 33. Explores the visual arts |
| Create age appropriate representations of real objects and concepts in artwork | 33. Explores the visual arts |
| Musical | |
| Use instruments to create sound and rhythm | 34. Explores musical concepts and expression |
| Sing songs in recognizable ways | 34. Explores musical concepts and expression |
| Movement | |
| Use body and energy to move in different | 35. Explores dance and movement concepts |
| Begin to take on roles of familiar people, animals, or characters | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 35. Explores dance and movement concepts |
| Continue to experiment with different ways of moving (e.g. walks across room; marches; etc.) | 4. Demonstrates traveling skills 4. Experiments with different ways of moving 35. Explores dance and movement concepts |
| Dramatic Expression | |
| With teacher support, begin to develop awareness, knowledge, and appreciation of own culture | 29. Demonstrates knowledge about self |
| Seek an audience for one's actions | 36. Explores drama through actions and language |

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| 36 to 48 months | |
| Mathematics and Numeracy | |
| Number Sense | |
| Verbally count to 10 | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Recite numbers in the correct order and understand that numbers come “before” or “after” one another | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Recognize and name written numerals to 5 | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects |
| Demonstrate an understanding of one-to-one correspondence | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Recognize and name the number of items in a small set (up to 5 objects) | 20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |
| Recognize and duplicate simple patterns | 23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns |
| Operations | |
| Recognize and name the number of items in a small set (up to 5 objects) | 20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |

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| Measurement and Data | |
| Understand the purpose of standard measuring tools | 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| Order objects according to one attribute: length, weight, capacity, or area | 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |
| Sort objects into subgroups by one or two characteristics | 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers |
| Geometry | |
| Follow basic directionality with adults and peers | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to) |
| Science | |
| Scientific and Engineering Practices | |
| Use the sense as tools with which to observe, describe, and classify | 24. Uses scientific inquiry skills |
| With adult assistance, discuss changes in materials or objects observed | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Asks questions and seek answers about the world around them | 24. Uses scientific inquiry skills |
| Physical Science | |
| Make comparisons among objects that have been observed | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Explore and with adult assistance describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing | 26. Demonstrates knowledge of the physical properties of objects and materials |

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| Life Sciences | |
| Identify the physical properties of some living and non-living things | 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials |
| Notice similarities and differences between animals and their offspring | 25. Demonstrates knowledge of the characteristics of living things |
| Earth's Place in the Universe | |
| Identify the characteristics of weather based on first-hand observations using related vocabulary | 27. Demonstrates knowledge of Earth's environment |
| Describe the effects of the sun or sunlight | 27. Demonstrates knowledge of Earth's environment |
| Engineering, Technology, and Applications of Science | |
| Identify and use simple tools to extend observations | 28. Uses tools and other technology to perform tasks |
| Social Studies | |
| History | |
| Discuss and identify the order of daily routines | 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support |
| Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later, etc.) | 31. Explores change related to familiar people or places |
| Geography | |
| Construct a roadway or path out of blocks or other building materials | 32. Demonstrates simple geographic knowledge |
| Respond appropriately to moving body in directional ways | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |

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| Economics | |
| Identify some basic needs and how to meet them (e.g. “When I’m thirsty I get a drink”, etc.) | 30. Shows basic understanding of people and how they live |
| Pretend to be a buyer or seller | 30. Shows basic understanding of people and how they live |
| Identify that adults go to work to earn money | 30. Shows basic understanding of people and how they live |
| Government/ Political Science | |
| Retell a rule or safety practice with adult assistance | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Use basic safety practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Community and Culture | |
| Community | |
| Relate own identification information | 29. Demonstrates knowledge about self |
| Culture | |
| Show awareness, knowledge, and appreciation of own culture | 29. Demonstrates knowledge about self |
| Creative Arts Expression and Representation | |
| Visual | |
| Describe color and shape in artwork | 33. Explores the visual arts |
| Use a variety of tools and materials to create new products | 28. Uses tools and other technology to perform tasks |
| Comment on characteristics of others’ work | 33. Explores the visual arts |
| Name the feelings that own artwork is intended to express | 33. Explores the visual arts |

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| Musical | |
| Use instruments to create rhythm and sound imitating adults | 34. Explores musical concepts and expression |
| Sing songs in recognizable ways | 34. Explores musical concepts and expression |
| Sing songs imitating adults | 34. Explores musical concepts and expression |
| Movement | |
| Use body and energy to move in different ways | 35. Explores dance and movement concepts |
| Engage in play that has a story line | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else |
| Move imitating adults | 35. Explores dance and movement concepts |
| Dramatic Expression | |
| Show awareness, knowledge, and appreciation of own culture | 29. Demonstrates knowledge about self |
| Listen to storytellers and watch puppet shows | 36. Explores drama through actions and language |
| 48 months to KE | |
| Mathematics and Numeracy | |
| Number Sense | |
| Verbally count to 20 by ones | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| Demonstrate ability to count in sequence | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |

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| Recognize and name written numerals to 10 | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects |
| Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| Count as many as 7 things in a scattered configuration with no errors | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| Recognize, create, and repeat simple patterns | 23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns |
| Operations | |
| Use a range of strategies, such as counting, subtracting, or matching to compare quantity in two sets of objects and describes the comparison with terms such as more, less, greater than, fewer, or equal to | 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| Count as many as 7 things in a scattered configuration with no errors | 20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |
| Measurement and Data | |
| Recognize the attributes of length, area, weight, and capacity of everyday objects and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) | 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |
| Compare the attributes of length and weight for 2 objects including: larger/shorter/same length; heavier/lighter/same, holds more, less, same | 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |

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| Sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; |
| Geometry | |
| Use positional words to describe an object's location (e.g., up, down, above, under, inside, outside) | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| Science | |
| Scientific and Engineering Practices | |
| Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships | 24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks |
| Make predictions about changes in materials or objects based on past experience | 24. Uses scientific inquiry skills |
| Ask and seek out answers to questions about objects and events with the assistance of interested adults | 24. Uses scientific inquiry skills |
| Physical Science | |
| Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Explore and describe various actions that can change an object's motion such as pulling, pushing, twisting, rolling, and throwing | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Life Sciences | |
| Investigate, describe, and compare the characteristics that differentiate living from non-living things | 25. Demonstrates knowledge of the characteristics of living things |
| Observe and describe plants and animals as they go through predictable life cycles | 25. Demonstrates knowledge of the characteristics of living things |
| Observe and describe ways in which many plants and animals resemble their parents | 25. Demonstrates knowledge of the characteristics of living things |

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| Earth's Place in the Universe | |
| Describe and anticipate weather changes | 27. Demonstrates knowledge of Earth's environment |
| Name any celestial object seen in the day or night sky | 27. Demonstrates knowledge of Earth's environment |
| Engineering, Technology, and Applications of Science | |
| Recognize, with assistance, examples of technologies (e.g., knife, pencil, computer, pencil sharpener, refrigerator) at home or in the classroom | 28. Uses tools and other technology to perform tasks |
| Social Studies | |
| History | |
| Recognize calendars and simple timelines | 31. Explores change related to familiar people or places |
| Geography | |
| Construct and describe simple maps of their classroom or home | 32. Demonstrates simple geographic knowledge |
| Engage in activities that build understanding of words for locations and direction | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| Economics | |
| Identify people's basic needs and explain how they fulfill them | 30. Shows basic understanding of people and how they live |
| Identify buyers and sellers | 30. Shows basic understanding of people and how they live |
| Pretend to be a buyer or seller | 30. Shows basic understanding of people and how they live |
| Identify one or two workers and their jobs in the community | 30. Shows basic understanding of people and how they live |
| Government/ Political Science | |
| Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors |

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| Community and Culture | |
| Community | |
| Use self-identifying information (e.g. name, age, etc.) in situations outside the classroom | 29. Demonstrates knowledge about self |
| Culture | |
| Talk about, compare, and explore similarities and differences in daily practices across cultures | 30. Shows basic understanding of people and how they live |
| Creative Arts Expression and Representation | |
| Visual | |
| Describe texture, color, and shape in artwork | 33. Explores the visual arts |
| Explore a variety of age-appropriate materials and media to create two and three-dimensional artwork | 33. Explores the visual arts |
| Express an opinion about a work of art | 33. Explores the visual arts |
| Explore how color can convey mood and emotion | 33. Explores the visual arts |
| Musical | |
| Play instruments using different beats, tempos, dynamics, and interpretation | 34. Explores musical concepts and expression |
| Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others | 34. Explores musical concepts and expression |
| Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) | 34. Explores musical concepts and expression |
| Identify one source of music that can be heard in daily life | 34. Explores musical concepts and expression |
| Movement | |
| Use body, energy, space, and time to move in a few different ways | 35. Explores dance and movement concepts |
| Express self freely through movement | 35. Explores dance and movement concepts |

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| Dramatic Expression | |
| Talk about, compare, and explore similarities and differences in daily practices across cultures | 30. Shows basic understanding of people and how they live |
| Create characters through physical movement, gesture, sound, speech, and facial expressions | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 35. Explores dance and movement concepts |
| Develop audience skills by observing performances or artists at work in various aspects of the Arts | 36. Explores drama through actions and language |
| English Language Arts and Literacy | |
| Birth to 12 months | |
| Reading Literature | |
| Key Ideas and Details | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |
| Craft and Structure | |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |
| Integration of Knowledge and Ideas | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |

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| Range of Reading and Level of Text Complexity | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |
| Reading Informational | |
| Key Ideas and Details | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |
| Craft and Structure | |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |
| Integration of Knowledge and Ideas | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |
| Reading Foundational | |
| Fluency | |
| Demonstrate a beginning interest in pictures and books that have color, pattern, and contrast | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 1 emerging to 2. Shows interest in books |

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| Writing | |
| Production and Distribution of Writing | |
| React to a problem | 11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal |
| Research to Build and Present Knowledge | |
| Use senses to explore the immediate environment | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment |
| Show comfort in routines or experience that mirrors home experiences | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Respond to repeated words or phrases | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |
| Use senses to explore the immediate environment | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment |
| Presentation of Knowledge and Ideas | |
| Show comfort in routines or experience that mirrors home experiences | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Communicate with gestures, babbles, or making word-like sounds | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate |

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| Language | |
| Vocabulary Acquisition and Use | |
| Communicate with gestures, babbles, or making word-like sounds | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate |
| Show an interest in the speech of others | 8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others |
| Show comfort in routines or experience that mirrors home experiences | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| 12 to 24 months | |
| Reading Literature | |
| Key Ideas and Details | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Point to a character when named in a story | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Craft and Structure | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |

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| Integration of Knowledge and Ideas | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Range of Reading and Level of Text Complexity | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Reading Informational | |
| Key Ideas and Details | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Craft and Structure | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Integration of Knowledge and Ideas | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Relate objects and people to events | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |

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| Range of Reading and Level of Text Complexity | |
| Select a favorite book to read | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Reading Foundational | |
| Print Concepts | |
| Show interest in books or photos | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books |
| Phonological Awareness | |
| Show interest in rhyming words | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games |
| Fluency | |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Writing | |
| Text Types and Purposes | |
| Recognize people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |
| Make simple statements about people or things not present | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |

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| Make scribbles or marks | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks |
| Production and Distribution of Writing | |
| Use single object in different ways | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways |
| Research to Build and Present Knowledge | |
| Explore the environment in close proximity to and in constant sight of caregiver | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world |
| Show interest in new activities and experiences | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Relate objects and people to events | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| Prefer routines and activities that mirror home routines | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Focus attention on speaker and attempt to imitate speech | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |

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| Explore the environment in close proximity to and in constant sight of caregiver | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world |
| Show interest in new activities and experiences | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Presentation of Knowledge and Ideas | |
| Prefer routines and activities that mirror home routines | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Recognize people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |
| Use 2-word combinations to communicate | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases |
| Language | |
| Conventions of Standard English | |
| Use one- or two-word phrases | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases |
| Make scribbles or marks | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks |
| Recognize people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |

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| Vocabulary Acquisition and Use | |
| Name familiar people, animals and objects | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects |
| Show an awareness of word relationships when matching and sorting objects by color, size, or shape | 13. Uses classification skills 2. Matches similar objects |
| Point to pictures or objects in books when asked | 12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |
| Prefer routines and activities that mirror home routines | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Name familiar people, animals and objects | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects |
| 24 to 36 months | |
| Reading Literature | |
| Key Ideas and Details | |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| With prompting and support, retell an event from a story | 18. Comprehends and responds to books and other texts 18c. Retells stories 1 emerging to 2. Retells some events from a familiar story with close adult prompting |
| Identify a character or recall an event in a story | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |

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| Craft and Structure | |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Recognize pictures of familiar characters in book | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| Integration of Knowledge and Ideas | |
| Pretend to read a familiar book | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Range of Reading and Level of Text Complexity | |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Reading Informational | |
| Key Ideas and Details | |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Craft and Structure | |
| Request familiar or favorite books | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |

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| Integration of Knowledge and Ideas | |
| Pretend to read a familiar book | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| With adult support, recall the sequence of personal routines or events | 12. Remembers and connects experiences 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support |
| Range of Reading and Level of Text Complexity | |
| Make an “I like” statement about a favorite book or story | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books |
| Reading Foundational | |
| Print Concepts | |
| Demonstrate book handling skills | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Recognize and name a few letters | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name |
| Phonological Awareness | |
| Sing along with rhyming songs | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games |

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| Sing along with songs that have words with repeating initial sounds | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds |
| Fluency | |
| Pretend to read a familiar book | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues |
| Writing | |
| Text Types and Purposes | |
| Notice details in an illustration or picture | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |
| Recognize and label people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |
| Tell simple stories about people or things not present | 9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end |
| Make controlled linear scribbles | 19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles |
| Production and Distribution of Writing | |
| Use materials in new ways to accomplish task | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks |
| Engage in tactile experiences creating letters and other forms | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 5 emerging to 6. Uses refined wrist and finger movements |

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| Research to Build and Present Knowledge | |
| Explore the environment independently but seek occasional approval from near-by adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults |
| Try new activities or experiences with adult encouragement | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| With adult support, recall the sequence of personal routines or events | 12. Remembers and connects experiences 12b. Makes connections 3 emerging to 4. Remembers the sequence of personal routines and experiences with teacher support |
| Recognize specific activities that are home or school functions | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Initiate and engage in brief conversations with peers and adults | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations |
| Begin to use appropriate skills when communicating | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Explore the environment independently but seek occasional approval from near-by adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults |

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| Try new activities or experiences with adult encouragement | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 3 emerging to 4. Explores and investigates ways to make something happen |
| Presentation of Knowledge and Ideas | |
| Recognize specific activities that are home or school functions | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| Recognize and label people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |
| Share experiences using simple 2-3 word combinations | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly |
| Speak to be understood by a familiar adult | 9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people |
| Language | |
| Conventions of Standard English | |
| Use three- to four- word sentences (may omit some words) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly |
| Make controlled linear scribbles | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles |
| Recognize and label people, objects, and animals in pictures | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs |

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| Vocabulary Acquisition and Use | |
| Use some personal pronouns | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences |
| With guidance and support, begin to explore word relationships by matching and sorting according to color, size, or shape | 13. Uses classification skills 1 emerging to 2. Matches similar objects |
| Contribute language from the book at the appropriate time | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time |
| Recognize specific activities that are home or school functions | 23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life |
| 36 to 48 months | |
| Reading Literature | |
| Key Ideas and Details | |
| Ask and answer questions about essential narrative elements | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| With prompting and support, retell a simple story in sequence with picture support or using props | 18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts |
| Identify characters and recall an event in a story | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| Craft and Structure | |
| Respond appropriately to specific vocabulary and simple statements, questions, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |

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| Recognize books written by the same author or illustrator | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge and Ideas | |
| Pretend to read a familiar book, describing what is on each page using picture cues | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| Ask and answer questions about essential narrative elements | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| Range of Reading and Level of Text Complexity | |
| Ask and answer questions about essential narrative elements | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| Reading Informational | |
| Key Ideas and Details | |
| Ask and answer questions about essential elements | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures |
| Craft and Structure | |
| Respond appropriately to specific vocabulary and simple statements, questions, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Recognize books with common subject matter | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |

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| Integration of Knowledge and Ideas | |
| Pretend to read a familiar book, describing what is on each page using picture cues | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| Respond appropriately to specific vocabulary and simple statements, questions, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Recall the sequence of personal routines or events | 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support |
| Range of Reading and Level of Text Complexity | |
| Sit and listen to an engaging story from beginning to end | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| Reading Foundational | |
| Print Concepts | |
| Handle books respectfully and appropriately, holding them right-side up and turning pages one at a time from front to back | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Identify the sounds of a few letters | 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters |
| Recognize and name 10 letters | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name |

| Phonological Awareness | |
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| Recognize rhyming words | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously |
| Hear and show awareness of separate words in sentences | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences |
| Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way |
| Phonics and Word Recognition | |
| Recognize when words share initial sound (e.g., /b/ as in Bob, ball, baby, boat) | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way |
| Identify own name in print | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name |
| Recognize symbols and logos in the environment | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read |
| Fluency | |
| Pretend to read a familiar book, describing what is on each page using picture cues | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |

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| Writing | |
| Text Types and Purposes | |
| Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms | <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p> |
| Tell stories that refer to other times and places with some details | <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> |
| Sometimes labels after creating drawing, construction, movement, or dramatization | <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms</p> |
| Write some letters and letter-like forms | <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p> |
| Production and Distribution of Writing | |
| Solve problems without having to try every possibility | <p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p> |
| Create letters and other forms using various materials | <p>28. Uses tools and other technology to perform tasks</p> |

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| Research to Build and Present Knowledge | |
| Try new activities and experiences independently | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |
| Recall past experiences in new situations | 12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view |
| Retell experiences in order, providing details | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| With adult support, listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 5 emerging to 6. Engages in conversations of at least three exchanges |
| With adult support, observe and use appropriate ways of interacting in a group (e.g. taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer) | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 3 emerging to 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Respond appropriately to specific vocabulary and simple statements, questions, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Try new activities and experiences independently | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen |

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| Presentation of Knowledge and Ideas | |
| Retell experiences in order, providing details | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| Are understood by most adults | 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words |
| Sometimes label after creating drawing, construction, movement, or dramatization | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms |
| Language | |
| Conventions of Standard English | |
| Use complete four- to six- word sentences | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences |
| Write some letters and letter-like forms | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms |
| Vocabulary Acquisition and Use | |
| Describe and tell the use of familiar items | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |

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| Sometimes label after creating drawing, construction, movement, or dramatization | <p>14. Uses symbols and images to represent something not present</p> <p>14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills</p> <p>19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms</p> |
| With guidance and support, use word relationships to sort objects into subgroups by one or two characteristics | <p>13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> |
| Respond appropriately to specific vocabulary and simple statements, questions, and stories | <p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| Retell experiences in order, providing details | <p>12. Remembers and connects experiences</p> <p>12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> |
| Describe and tell the use of familiar items | <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> |
| 48 months to KE | |
| Reading Literature | |
| Key Ideas and Details | |
| Identify story-related problems, events, and resolutions during conversations with adult | <p>18. Comprehends and responds to books and other texts</p> <p>18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p> |

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| With prompting and support, retell a simple story in sequence | 18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters |
| Identify characters and recall major events in a story | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| Craft and Structure | |
| Respond appropriately to statements, questions, vocabulary, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Begin to demonstrate an understanding of the differences between fantasy (make-believe) and reality | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes |
| Know some features of a book (title, author, illustrator) | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge and Ideas | |
| Pretend to read, using intonation and referring to images in the illustrations | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation |
| Identify story-related problems, events, and resolutions during conversations with adult | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |

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| Range of Reading and Level of Text Complexity | |
| Identify story-related problems, events, and resolutions during conversations with adult | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| Reading Informational | |
| Key Ideas and Details | |
| Identify factual information and events during conversations with adult | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| Craft and Structure | |
| Respond appropriately to statements, questions, vocabulary, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Know some features of a book (title, author, illustrator) | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge and Ideas | |
| Pretend to read, using intonation and referring to images in the illustrations | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation |
| Respond appropriately to statements, questions, vocabulary, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |

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| Use knowledge of everyday experiences to apply to a new situation | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Range of Reading and Level of Text Complexity | |
| Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| Reading Foundational | |
| Print Concepts | |
| Practice tracking from top to bottom and left to right with scaffolding | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow |
| Identify parts of a book (e.g. front cover, back cover, spine, etc.) | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) | 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds |
| With guidance and support, segment words in a simple sentence by clapping and naming number of words in a sentence | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences |
| Recognize and name 10 upper and lower case letters | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name |

| Phonological Awareness | |
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| With adult support, generate rhyming words | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously |
| Clap out the syllables in own name | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words |
| With guidance and support, match the initial sound of spoken words | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 5 emerging to 6. Matches beginning sounds of some words |
| Phonics and Word Recognition | |
| Associate 3 or more letters with their sounds | 16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 2. Identifies the sounds of a few letters |
| Identify some letters in own name | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name |
| Recognize and “read” familiar words or environmental print | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read |
| Fluency | |
| Pretend to read, using intonation and matching the text with the appropriate illustrations | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation |

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| Writing | |
| Text Types and Purposes | |
| Plan and then use drawings, constructions, movements, and dramatizations to represent ideas | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| Add detail to drawings and other products with simple descriptive words, letters or letter forms | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms |
| Tell detailed stories that refer to other times and places | 9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end |
| Begin to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling |
| Production and Distribution of Writing | |
| Begin to think problems through, considering several possibilities and analyzing results | 11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results |
| Experiment with a variety of writing tools and surfaces | 28. Uses tools and other technology to perform tasks |
| Research to Build and Present Knowledge | |
| Show eagerness to learn about a variety of topics and ideas | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |

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| Use knowledge of everyday experiences to apply to a new situation | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Recall 3 or 4 items removed from view | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| Listen and respond attentively to conversations (e.g. engaging in at least 3 exchanges, pose questions and listen to the ideas of others, share experiences when asked) | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges |
| Observe and use appropriate ways of interacting in a group 2 to 3 children (e.g. taking turns in talking, listening to peers, waiting until someone is finished, asking questions and waiting for an answer, gaining the floor in appropriate ways) | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Respond appropriately to statements, questions, vocabulary, and stories | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Shows eagerness to learn about a variety of topics and ideas | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Presentation of Knowledge and Ideas | |
| Retell experiences in order, providing details | 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view |

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| Plan and then use drawings, constructions, movements, and dramatizations to represent ideas | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| Are understood by most adults and peers | 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words |
| Language | |
| Conventions of Standard English | |
| Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Begins to use sound spelling (e.g. use initial sound of word to write word; write several sounds heard in word) | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling |
| Plan and then use drawings, constructions, movements, and dramatizations to represent ideas | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| Vocabulary Acquisition and Use | |
| Describe and tell the use of many familiar items | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| With guidance and support, use word relationships to sort, classify, and serialize (puts in a pattern) objects using attributes, such as color, shape, or size | 13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape |

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| <p>Respond appropriately to statements, questions, vocabulary, and stories</p> | <p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> |
| <p>Recall 3 or 4 items removed from view</p> | <p>12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> |
| <p>Describe and tell the use of many familiar items</p> | <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> |