

The Vine Assessment System™

by LifeCubby

*A Fully Integrated Platform for Observation,
Daily Reporting, Communications and Assessment*

For Early Childhood Professionals and the Families that they Serve

Alignment Document for:
Kansas Early Learning Standards
Building the Foundation for
Successful Children
Preschool



References



Kansas State Department of Education. (2014). *Kansas early learning standards building the foundation for successful children*. KS: Author. Retrieved from <http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf>

Kansas Early Learning Standards Building the Foundation for Successful Children	Vine Assessments by LifeCubby
Approaches to Learning	Vine Indicators
Engagement and Attention	
Pre 3	
ATL.p3.1: Sustains attention to task, especially when adults offer suggestions, comments and questions as a means of support.	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
ATL.p3.2: Ignores distractions briefly when engrossed in an activity.	ATL 1-1 Is Attentive <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
ATL.p3.3: Remembers and follows one or two step directions.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
Pre 4	
ATL.p4.1: Sustains attention to task despite distractions.	ATL 1-1 Is Attentive <u>Pre-K:</u> Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
ATL.p4.2: Gathers information through listening. Remembers what was said in brief group discussion.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Persistence	
Pre 3	
ATL.p3.4: Practices an activity many times until successful.	ATL 1-3 Is Persistent <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support
Pre 4	
ATL.p4.3: Stays with a task for at least five minutes.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
ATL.p4.4: Carries out tasks, activities, projects or experiences from beginning to end.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
ATL.p4.5: Remains focused on the task at hand even when frustrated or challenged.	ATL 1-3 Is Persistent <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Curiosity and Initiative	

Pre 3	
ATL.p3.5: Investigates environment with purpose during play (e.g., opens, closes, fills, empties, builds up and knocks down objects and containers).	ATL 1-4 Is Curious <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
ATL.p3.6: Initiates play with other children.	ATL 1-5 Shows Initiative <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting
ATL.p3.7: Explores, practices, understands social roles through play.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Pre 4	
ATL.p4.6: Seeks new and varied experiences and challenges through play	ATL 1-4 Is Curious <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
ATL.p4.7: Chooses activities to do alone or with others.	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers
ATL.p4.8: Invites other children to join groups or activities.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
ATL.p4.9: Makes and follows plans for games or activities with other children.	CS 14-3 Makes Plans <u>Pre-K:</u> Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
Sense of Competence	
Pre 3	
ATL.p3.8: Recognizes own abilities and expresses satisfaction when demonstrating them to others.	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
ATL.p3.9: Knows self as part of family, culture, spiritual group or community.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
ATL.p3.10: Begins to be able to release and or redirect emotional tensions, becoming more relaxed and cooperative afterwards.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
Pre 4	
ATL.p4.10: Shows pride in family composition; recognizes self as important to family and friends.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
ATL.p4.11: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs,	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)

cultures, languages, family structures).	
ATL.p4.12: Associates emotions with words and facial expressions.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
Problem Solving	
Pre 3	
ATL.p3.11: Identifies a problem and attempts multiple ways to solve it, including working with others as part of a team, with some adult assistance.	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
ATL.p3.12: Recognizes making a mistake and sometimes is able to correct it.	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
ATL.p3.13: Remembers and applies two rules simultaneously (e.g., books go here, trucks there).	CS 14-1 Solves Problems <u>3-Year Old:</u> Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float)
Pre 4	
ATL.p4.13: Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.	CS 14-1 Solves Problems <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
ATL.p4.14: Can delay gratification for better payoff later; anticipates consequences of own behavior.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
ATL.p4.15: Understands what is real and what is 'make-believe'	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Creativity and Flexibility	
Pre 3	
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
ATL.p3.14: Creates own ideas for play, using imagination and inventing new ways to use everyday materials. ATL.p3.15: Identifies questions and situations that are puzzling or interesting and has ideas for possible solutions.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation

ATL.p3.16: Identifies ways to change behavior to respond to desires and needs of others.	ATL 1-6 Thinks with Creativity & Flexibility <u>3-Year Old:</u> Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation
Pre 4	
ATL.p4.16: Invents new activities through play.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
ATL.p4.17: Begins to enjoy games where must adjust response to changing rules (e.g., Simon Says); adjusts behavior to different activities/settings.	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
ATL.p4.18: Begins to hold an arbitrary rule in mind and follows it to produce a response that differs from natural instinct (e.g., sort animal cards by color rather than by animals).	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions

Physical Health and Development	
Large Motor Skills	
Pre 3	
PHD.p3.1: Uses locomotor skills with increasing coordination and balance (e.g., runs with a stride, jumps, kicks a ball, uses alternating feet when climbing stairs).	PMP 17-1 Develops Perception & Balance <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet
	PMP 17-5 Develops Large Motor Coordination Skills <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors
Pre 4	
PHD.p4.1: Demonstrates locomotor skills with control, coordination and balance in active play (e.g., hops, jumps, runs with control and direction, climbs ladders and pumps swing on outdoor play equipment).	PMP 17-1 Develops Perception & Balance <u>Pre-K:</u> Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
PHD.p4.2: Demonstrates coordination in using objects during active play (e.g., riding a trike, catching a ball, throwing, balancing, pushing).	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps

PHD.p4.3: Explores, practices and performs skill sets (e.g., throwing, pushing, pulling, catching, balancing).	PMP 17-5 Develops Large Motor Coordination Skills <u>Pre-K:</u> Walks up and down stairs with alternating feet; can pedal a tricycle, climb a ladder, and or swing without assistance; can kick, throw, bounce or catch a ball; skips or claps
Fine Motor Skills	
Pre 3	
PHD.p3.2: Uses classroom and household tools independently and with eye-hand coordination to carry out more complex activities (e.g., uses fork and spoon to eat, manages large buttons, uses scissors to cut out simple shapes).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
	PMP 18-2 Develops Fine Hand-Eye Coordination <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads
Pre 4	
PHD.p4.4: With fluency and accuracy uses classroom and household tools independently and with eye-hand coordination to carry out activities (e.g., uses scissors to cut out shapes, zips, snaps and buttons to dress self).	PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
	PMP 18-2 Develops Fine Hand-Eye Coordination <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
Physical Fitness	
Pre 3	
PHD.p3.3: Participates in active play exhibiting strength and stamina.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest
Pre 4	
PHD.p4.5: Participates in active play exhibiting strength and stamina.	PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times <u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
Nutrition/Healthy Eating	
Pre 3	
PHD.p3.4: Eats a variety of foods.	PMP 20-1 Learns about Nutrition <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods
PHD.p3.5: Drinks from a cup without spilling and takes bites from whole foods.	PMP 19-1 Develops Meal Time Independence <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup
Pre 4	
PHD.p4.6: Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.	PMP 20-1 Learns about Nutrition <u>Pre-K:</u> Understands the difference between healthy and unhealthy food; eats a variety of nutritious foods; is willing to try foods with various tastes, colors, and textures

PHD.p4.7: Demonstrates increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).	PMP 19-1 Develops Meal Time Independence <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
Personal Hygiene	
Pre 3	
PHD.p3.6: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing) with occasional reminders.	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
PHD.p3.7: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PMP 19-2 Develops Self-Care Skills <u>3-Year Old:</u> Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat
Pre 4	
PHD.p4.8: Follows basic health practices (e.g., puts dirty tissues in trash, washes hands, covers mouth when sneezing).	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
PHD.p4.9: Completes personal care tasks with increasing responsibility (e.g., bathroom routines, brushes teeth, etc.).	PMP 19-2 Develops Self-Care Skills <u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth; shows preference for certain clothing and prefers to dress and undress self; able to zip, button, and snap; may be able to tie shoes
Safety	
Pre 3	
PHD.p3.8: Knows common safety rules that have been discussed or taught.	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
PHD.p3.9: Alerts adults to potentially harmful situations.	PMP 20-2 Learns Safety Rules <u>3-Year Old:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
Pre 4	
PHD.p4.10: Identifies and follows basic safety rules with possible reminders, guidance and support (e.g., does not talk to strangers, recognizes when someone is doing something unsafe, with reminders goes down the slide feet first).	PMP 20-2 Learns Safety Rules <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
PHD.p4.11: Demonstrates an ability to follow emergency routines	PMP 20-2 Learns Safety Rules

with adult support (e.g., lines up to exit building during a fire drill).	<u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
PHD.p4.12: Identifies how adults help to keep us safe (e.g., roles of doctor, dentist, fire fighter, police officer etc.).	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures

Social and Emotional Development	
Character Development	
Pre 3	
SED.CD.p3.1: Responds to positive and negative feedback from familiar adults.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.CD.p3.2: Becomes increasingly aware of effects of own behavior on others.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.CD.p3.3: Shows awareness of feelings of others with adult guidance and support.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
SED.CD.p3.4: Expresses interests, acceptance, affection for others.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
Pre 4	
SED.CD.p4.1: Responds appropriately to positive and negative feedback from adults most of the time.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.CD.p4.2: Recognizes effect of own behavior on others most of the time.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.CD.p4.3: Recognizes examples and non-examples of words and actions that are helpful or hurtful.	ATL 2-2 Shows Responsibility <u>Pre-K:</u> Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.CD.p4.4: Shows awareness of and responds to feelings of others with adult guidance and support.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
SED.CD.p4.5: Demonstrates an understanding of what it means to	SED 6-2 Bonds with Peers

be a friend (i.e., someone who cares, listens, shares ideas, trustworthy, provides comfort).	<u>Pre-K</u> : Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Responsible Decision Making & Problem Solving	
Pre 3	
SED.R.p3.1: Begin to understand consequences of own actions with adult support.	ATL 2-2 Shows Responsibility <u>3-Year Old</u> : Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED. R.p3.2: Follows predictable classroom routines and manages transitions positively most of the time when supported by an adult.	ATL 2-1 Understands Routines <u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
SED.R.p3.3: Demonstrates confidence by participating in familiar classroom routines.	ATL 2-1 Understands Routines <u>3-Year Old</u> : Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
SED.R.p3.4: Interacts with familiar adults with varying degrees of comfort.	SED 5-1 Bonds with Adults <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems
SED.R.p3.5: Begins to work with others as part of a team, makes decisions with other children, with adult assistance.	SED 6-3 Cooperates with Peers <u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
SED.R.p3.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with support from an adult.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old</u> : Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
SED.R.p3.7: Uses simple conflict resolution techniques (e.g., seeks adult assistance, asks for a turn or finds something else to play with) with adult modeling and facilitation.	SED 6-3 Cooperates with Peers <u>3-Year Old</u> : Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Pre 4	
SED.R.p4.1: Anticipates and usually accepts consequences of own actions.	ATL 2-2 Shows Responsibility <u>Pre-K</u> : Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.R.p4.2: Follows predictable classroom routines, manages transitions positively most of the time with minimal adult support.	ATL 2-1 Understands Routines <u>Pre-K</u> : Anticipates daily routines, such as meal time, clean-up time, etc.; transitions smoothly when instructed it is time to do something else

SED.R.p4.3: Demonstrates confidence by participating in most classroom activities.	SED 4-2 Becomes Confident <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
SED.R.p4.4: Interacts easily with familiar adults by engaging in conversations, responding to questions and following directions.	SED 5-1 Bonds with Adults <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
SED.R.p4.5: Works with others as part of a team, make decisions with other children, with adult assistance.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SED.R.p4.6: Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SED.R.p4.7: Attempts to solve social problems independently, by negotiation or with adult assistance.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
Personal Development	
Pre 3	
SED.PD.p3.1: Recognizes and identifies own emotions and starts to recognize and identify the emotions of others, with adult support.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
SED.PD.p3.2: Begins to express and respond to a range of emotions in socially acceptable ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
SED.PD. P3.3: Describes self by using several basic characteristics.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED.PD.p3.4: States basic personal information (e.g., name and age).	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED.PD.p3.5: Displays awareness of own thoughts and feelings.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED.PD.p3.6: Makes known personal needs and desires.	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic

SED.PD.p3.7: Begins to be able to release and/or redirect emotional tensions, with adult help, becoming more relaxed and cooperative afterwards.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>3-Year Old:</u> Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games
SED.PD.p3.8: Recognizes own positive and negative feelings when an adult labels them.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
SED.PD.p3.9: Completes own goal-directed activity and recognizes accomplishments while learning rules and values of family and culture.	SED 4-2 Becomes Confident <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
Pre 4	
SED.PD.p4.1: Recognizes and identifies more complex emotions (e.g., frustrated, disappointed, jealous) in self and others, with accuracy, with adult support.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SED.PD.p4.2: Expresses and responds to a range of emotions in socially acceptable ways.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SED.PD.p4.3: Describes characteristics of self and others.	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
SED.PD.p4.4: States more complex personal information (e.g., names of family members, names of neighbors).	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
SED.PD.p4.5: Expresses preferences in a socially acceptable way a majority of the time.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SED.PD.p3.6: Develops strategies to express strong emotion and calm self, with adult help.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn
SED.PD.p4.7: Recognizes and accurately describes own feelings a majority of the time.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SED.PD.p4.8: Demonstrates age appropriate independence in	ATL 1-5 Shows Initiative <u>Pre-K:</u> Makes and conveys choices to friends and teachers

decision-making regarding activities and materials.	
Social Development	
Pre 3	
SED.SD.p3.1: Expresses concern for the needs of others and people in distress.	SED 6-1 Builds Empathy <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress
SED.SD.p3.2: Describes situations which can elicit various emotions (e.g., tells a story that is supposed to make listener sad).	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
SED.SD.p3.3: Compares own characteristics with those of others.	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
SED.SD.p3.4: Follows rules and simple directions (1-2 steps).	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
SED.SD.p3.5: Begins to display socially competent behavior with peers (e.g., helping, sharing and taking turns).	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
SED.SD.p3.6: Begins to participate in conversational turn taking.	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
SED.SD.p3.7: Shows interest in having a friend.	SED 6-2 Bonds with Peers <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend
SED.SD.p3.8: Begins to resolve conflicts with peers, given adult assistance.	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Pre 4	
SED.SD.p4.1: Demonstrates an understanding of and responds to needs of others and people in distress.	SED 6-1 Builds Empathy <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
SED.SD.p4.2: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	SED 3-2 Manages Feelings & Demonstrates Self-Control <u>Pre-K:</u> Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn

SED.SD.p4.3: Recognizes and respects similarities and differences between self and others (e.g., gender, race, special needs, cultures, languages, family structures).	SED 4-1 Develops Awareness of Self <u>Pre-K:</u> Recognizes similarities and differences between self and others (e.g., gender, physical characteristics, likes/dislikes); identifies self as part of a group, (e.g., family, community, culture, faith, class)
SED.SD.p4.4: Treats others with respect when conflict or differences occur, given adult support.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SED.SD.p4.5: Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SED.SD.p4.6: Participates in conversational turn taking by listening and responding to what was said.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
SED.SD.p4.7: Demonstrates strategies to join a play group with adult support.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
SED.SD.p4.8: Invites other children to join groups or activities.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
SED.SD.p4.9: Develops friendships with one or two preferred peers.	SED 6-2 Bonds with Peers <u>Pre-K:</u> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
SED.SD.p4.10: Demonstrates an understanding of which forms of emotional expression are acceptable for a given environment.	SED 3-1 Expresses Emotion <u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
SED.SD.p4.11: Adjusts behavior to different settings (e.g., “inside voice”).	ATL 1-6 Thinks with Creativity & Flexibility <u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
SED.SD.p4.12: Resolves conflicts with peers, seeking adult assistance when necessary.	SED 6-3 Cooperates with Peers <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
SED.SD.p4.13: Demonstrates flexibility in solving problems; will	ATL 1-6 Thinks with Creativity & Flexibility

change plans if a better idea is thought of or proposed.	<u>Pre-K:</u> Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
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Communications and Literacy Standards	
Literature	
Pre 3	
CL.L.p3.1: With prompting and support, asks and answers simple questions about the story content.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.2: Uses pictures and illustrations to tell and retell parts of a story.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.3: Asks and answers questions about unknown words/ pictures in a book.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.4 : Interacts with a variety of common types of texts (e.g., storybooks, poems, songs).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.5: Understands that books have both illustrations and print.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.6: With prompting and support, makes connections between self, illustrations and the story when taking a “picture walk” of the book.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.7: With prompting and support compares and contrasts the adventures and experiences of the characters to self (e.g., “I have a red cape just like Goldilocks!”).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.L.p3.8: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, giggles when hears something funny read in the story).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

Pre 4	
CL.L.p4.1: With prompting and support, asks and answers questions about key details in a text.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.2: With prompting and support, retells stories with increasing detail and accuracy.	<p>ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>
CL.L.p4.3: With prompting and support, identifies characters, settings and major events in a story.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.4: Asks and answers questions about unknown words in a text.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.5: Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.6: With prompting and support, can describe the role of an author and an illustrator.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.7: With prompting and support, uses the illustrations to retell major events in the story.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>
CL.L.p4.8: With prompting and support, begins to compare and contrast the adventures and experiences of characters in familiar stories.	<p>LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story</p>

CL.L.p4.9: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, participates in reciting rhymes and finger plays using accompanying gestures).	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Informational Text (Non-Fiction)	
Pre 3	
CL.IT.p3.1: With prompting and support, asks and answers simple questions about the text.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.2: Retells some details of the text using pictures or props as a support.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.3: Exhibits curiosity and interest in learning new vocabulary.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.IT.p3.4: Identifies the front and back cover of a book.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.5: Understands that books have both illustrations and print.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.6: With prompting and support, engages in a picture walk to make connections between self, illustrations and the information presented.	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.7: Answers simple “wh” questions about the topic presented in the text (e.g., what, where, when, why).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
CL.IT.p3.8: With prompting and support identifies similarities between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book

CL.IT.p3.9: Actively engages in small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, says “I have a car like that” or responds when appropriate to text, with a comment about “my house”).	LKS 8-1 Develops Early Literacy <u>3-Year Old:</u> Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
Pre 4	
CL.IT.p4.1: With prompting and support, asks and answers questions about key details in a text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.2: With prompting and support, retells key details of a text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.3: With prompting and support, describes the connection between two events or pieces of information in a text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.4: With prompting and support, asks and answers questions about unknown words in a text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.5: Identifies the front cover, back cover and title page of a book.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.P6: With prompting and support describes the role of an author and an illustrator.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story

CL.IT.p4.7: With prompting and support, use the illustrations to identify key details in the story.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.8: With prompting and support answers “why” questions based on information presented in the text.	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.9: With prompting and support, identifies a similarity and difference between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
CL.IT.p4.10: Actively engages in large and small group reading activities with purpose and understanding (e.g., asks for a favorite book to be read, makes appropriate noises for different animals or vehicles).	LKS 8-1 Develops Early Literacy <u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Foundational Skills	
Pre 3	
CL.F.p3.1: Demonstrates understanding of the organization and basic features of print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p3.1a: Demonstrates an understanding of how print is read (i.e., left to right, top to bottom, front to back).	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p3.1b: Demonstrates an understanding that print conveys meaning (i.e., environmental print).	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p3.1c: Recognizes letters in their name.	LKS 8-2 Develops Alphabetic Knowledge <u>3-Year Old:</u> Says or sings ABCs <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
CL.F.p3.2: Plays with the sounds of language.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)

CL.F.p3.2a: Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p3.2b: Distinguishes whether two words rhyme or not.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p3.2c: Blends compound words and syllables in spoken words (e.g., base+ball= baseball; /d+ad= dad).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p3.2d: Identifies two words that start with the same sound (e.g., ball and bat both start with the /b/ sound).	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p3.3: Knows and applies age-appropriate word analysis skills.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p3.3a: Begins to identify own name in print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p3.3b: Begins to recognize and “read” familiar words or environmental print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p3.4: Displays emergent reading behaviors with purpose and understanding using a familiar book (e.g., pretend reading).	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
Pre 4	
CL.F.p4.1: Demonstrates understanding of the organization and basic features of print.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
CL.F.p4.1a: Follows words from left to right, top to bottom and page by page.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other

	forms of print to convey meaning and recognizes that different text forms are used for different purposes
CL.F.p4.1b: Recognizes that spoken words are represented in written language by specific sequences of letter.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
CL.F.p4.1c: Recognizes that letters are grouped to form words.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
CL.F.p4.1d: Recognizes and names some upper: and lowercase letters in addition to those in first name.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
CL.F.p4.2: Demonstrates understanding of spoken words, syllables and sounds (i.e., phonemes):	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.2a: Recognizes and produces rhyming words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.2b: Blends and segments syllables in spoken words (e.g., /f/+/i/+/sh/= fish; or clapping or snapping out syllables ap-ple= 2 claps).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.2c: With prompting and support blends and segments initial sounds (i.e., onset) and ending sounds (i.e., rime) of single syllable words (e.g., /d/+/og/ = dog).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.2d: States the initial sound (phoneme) in consonant-vowel-consonant (CVC) words (e.g., cat starts with /c/).	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.3: Knows and applies age appropriate word analysis skills in decoding words.	LC 7-3 Develops Phonemic Awareness <u>Pre-K:</u> Can “clap” syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
CL.F.p4.3a: Demonstrates basic knowledge of letter-sound correspondence by producing the sound of some letters.	LKS 8-2 Develops Alphabetic Knowledge <u>Pre-K:</u> Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print

CL.F.p4.3b: Identifies own name in print.	LKS 8-3 Develops Emergent Reading <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of reading
CL.F.p4.3c: Recognizes and “reads” familiar words or environmental print.	LKS 8-3 Develops Emergent Reading <u>Pre-K:</u> Recognizes a few common sight words; understands structure: beginning, middle, end of a story; shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Writing	
Pre 3	
CL.W.p3.1: Uses drawing, scribbling, letter like forms, random letter strings and/or dictation to express thought and ideas.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.W.p3.2: Uses consistent marks to represent name when writing.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.W.p3.3: With guidance and support, imitates shapes and strokes.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.W.p3.4: With guidance and support, explores a variety of digital tools to express ideas (e.g., asks for help searching the internet for pictures of animals to illustrate a book “My Favorite Animals”).	CS 13-3 Learns Using Technology <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet
CL.W.p3.5: Participates in shared writing projects (e.g., contributes to class chart about a topic of interest).	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.W.p3.6: With guidance and support from adults, collaborates with peers to recall information from experiences.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
Pre 4	
CL.W.p4.1: Uses a combination of drawing, dictating or emergent writing to express thoughts and ideas.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.W.p4.2: Recognizably writes a majority of the letters in their name.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple

	words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.W.p4.3: With guidance and support, responds to questions and suggestions and adds details to drawings or emergent writing as needed.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.W.p4.4: With guidance and support, explores a variety of digital tools to produce and publish emergent writing (e.g., uses the class camera to record the growth of the class garden; asks for help searching the internet for pictures of animals to illustrate a book or directions for a task).	CS 13-3 Learns Using Technology <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
CL.W.p4.5: Participates in shared research and writing projects (e.g., explores a number of books by a favorite author and expresses opinions about them).	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.W.p4.6: With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question.	ATL 1-2 Develops Memory <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Speaking & Listening	
Pre 3	
CL.SL.p3.1: Participates in collaborative conversations with diverse partners about preschool topics with peers and adults in small groups.	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
CL.SL.p3.1a: Beginning to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topic under discussion).	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
CL.SL.p3.1b: Continues a conversation through three or more exchanges.	LC 7-6 Learns Conversation Structure <u>3-Year Old:</u> Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact
CL.SL.p3.2: Confirms understanding of information presented orally or through other media by answering simple (e.g., what, where, who) questions and	LC 7-1 Develops Receptive Communication <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues
	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal

asking questions if something is not understood.	cues in English or home language; is able to convey 2-3 pieces of information on a single topic
CL.SL.p3.3: Uses some basic qualitative (e.g., wet/dry, hot/cold) and quantitative (e.g., more/less, empty/full) concepts to describe familiar people, places, things and events.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.SL.p3.4: Able to describe objects and actions depicted in pictures.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.SL.p3.5: Speaks so that unfamiliar listeners are usually able to understand ideas, feelings and needs.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
Pre 4	
CL.SL.p4.1: Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and larger groups.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
CL.SL.p4.1a: Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
CL.SL.p4.1b. Continues a conversation through multiple exchanges, staying on topic.	LC 7-6 Learns Conversation Structure <u>Pre-K:</u> Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
CL.SL.p4.2: Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering reasoning questions (e.g., why, how) about key details and requesting clarification if something is not understood.	LC 7-1 Develops Receptive Communication <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
CL.SL.p4.3: Uses some basic spatial (e.g., front/back, top/bottom) and temporal (e.g., first/last, before/after) concepts to describe familiar people, places, things and events.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

CL.SL.p4.4: Able to tell another person about what they have drawn.	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
CL.SL.p4.5: Speaks understandably to express ideas, feelings and needs.	LC 7-5 Expands Grammar and Pronunciation <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Language Standards	
Pre 3	
CL.LS.p3.1: Demonstrates emerging understanding of the conventions of standard English grammar and usage when writing or speaking.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
CL.LS.p3.1a: Begins to make letter like forms and print some letters (e.g., letters in their name).	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.LS.p3.1b: Uses frequently occurring nouns and verbs when speaking.	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
CL.LS.p3.1c: Beginning to form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	LC 7-5 Expands Grammar and Pronunciation <u>3-Year Old:</u> Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. “goed,” “mouses,” etc.)
CL.LS.p3.1d: Understands and uses some question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.1e: Uses some prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.1f: Communicates using at least 3-4 word sentences.	LC 7-2 Develops Expressive Communication <u>3-Year Old:</u> Expresses needs, wants, and ideas verbally and nonverbally (is exposed to sign language); is progressing to verbal cues in English or home language; is able to convey 2-3 pieces of information on a single topic
CL.LS.p3.2: Demonstrates a beginning awareness of writing by using strings of letter- like forms or a series of random letters.	LKS 9-1 Develops Emergent Writing <u>3-Year Old:</u> Draws simple shapes, such as circles and squares; copies letters and designs; can trace dot letters; shows interest in written expression through scribbling and describing what was “written”
CL.LS.p3.3: Provides a label when given a “child-friendly” definition of	LC 7-4 Expands Vocabulary

a familiar word (e.g., what is round and bounces: a ball).	3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.4: With guidance and support from adults, explores word relationships and nuances in word meanings.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.4a: Demonstrates an emerging understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down; stop, go; in, out).	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.4b: Distinguishes among a few verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CL.LS.p3.5: With prompting and support, begins to experiment with new words and phrases acquired through conversations, reading and being read to and responding to texts.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
Pre 4	
CL.LS.p4.1: Demonstrates an emerging command of the conventions of standard English grammar and usage when writing or speaking.	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
CL.LS.p4.1a: Prints some upper- and lower-case letters (e.g., letters in their name).	LKS 9-1 Develops Emergent Writing Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.LS.p4.1b: Uses frequently occurring nouns and verbs.	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
CL.LS.p4.1c: Forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	LC 7-5 Expands Grammar and Pronunciation Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
CL.LS.p4.1d: Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).	LC 7-4 Expands Vocabulary Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands

	that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.LS.p4.1e: Uses the many frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.LS.p4.1f: Produces complete sentences in shared language activities.	LC 7-2 Develops Expressive Communication <u>Pre-K:</u> Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
CL.LS.p4.2: Demonstrates a beginning awareness of the conventions of writing by using some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or “trk” for truck) and usually writing from left to right. May reverse some letters.	LKS 9-1 Develops Emergent Writing <u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
CL.LS.p4.3: Determines or clarifies the meaning of unknown and multiple meaning words with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison)	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.LS.p4.4: With guidance and support, explores word relationships and nuances in word meanings.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.LS.p4.4a: Demonstrates an understanding of some frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.LS.p4.4b: Distinguishes among some verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
CL.SL.p4.5: With prompting and support, begins to use new words and phrases acquired through	LC 7-4 Expands Vocabulary <u>Pre-K:</u> Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands

conversations, reading and being read to and responding to texts.	that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
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Mathematical Knowledge	
Counting & Cardinality	
Pre 3	
M.CC.p3.1: Counts in sequence to 10.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
M.CC.p3.2: Demonstrates an understanding that number names can be represented with a written numeral.	CM 10-4 Reads and Writes Numbers <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form
M.CC.p3.3: Places objects in one to one correspondence during play situations (e.g., gives each doll a plate in the housekeeping area).	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
M.CC.p3.4: Spontaneously counts for own purposes.	CM 10-1 Begins Counting <u>3-Year Old:</u> Counts by rote to 10; counts sets of objects up to 10; may be able to count into the teens; understands and uses 1-1 correspondence
M.CC.p3.5: Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3).	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
M.CC.p3.6: Identifies whether the number of objects in one group is more or less as compared to the number of objects in another group up to 5.	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
M.CC.p3.7: When shown a collection of up to 3 items creates another collection of equal amounts, not necessarily by matching (precursor to subitizing).	CM 10-2 Builds and Observes Sets <u>3-Year Old:</u> Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets
Pre 4	
M.CC.p4.1: Counts in sequence to 30.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.2: Represents a group of objects with a written numeral 0-12 (with 0 representing a count of no objects).	CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
M.CC.p4.3: Counts forward beginning from a given number	CM 10-1 Begins Counting

(under 10) within the known sequence (instead of having to begin at 1).	<u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.4: Understands the relationship between numbers and quantities to 10; connect counting to cardinality.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.4a: Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (e.g., counts out napkins for snack time, saying the number aloud as they put each one on the table).	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.4b1: Understands that the last number name said tells the numbers of objects counted (cardinality).	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.4b2: Understands that the number of objects remains the same regardless of the order in which the objects were counted.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.4c: Demonstrates an understanding that each successive number name refers to a quantity that is one larger.	CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add "1" to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2
M.CC.p4.5: Counts to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.	CM 10-1 Begins Counting <u>Pre-K:</u> Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
M.CC.p4.6: Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10 by using matching and counting strategies (e.g., compares the number of letters in their friend's names and indicates who has more or less).	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less
M.CC.p4.7: Perceptually subitizes to 5 (e.g., instantly recognizes briefly shown collections up to 5 when presented in a variety of	CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less

arrangements and verbally names the number of items).	
M.CC.p4.8: Compares two numbers between 1 and 5 when presented as written numerals (e.g., 3 is more than 1, 4 is less than 5).	<p>CM 10-2 Builds and Observes Sets <u>Pre-K:</u> Can look at groups of objects up to 5 and indicate how many items without having to count them; compares quantities in sets and uses appropriate vocabulary: equal, more, less</p> <p>CM 10-4 Reads and Writes Numbers <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names</p>
Operations & Algebraic Thinking	
Pre 3	
M.OA.p3.1: Demonstrates an understanding of addition by using objects in practical situations (e.g., has one slice of apple on a plate, adds another slice of apple and communicates “Two”).	<p>CM 10-3 Learns Addition, Subtraction and Division <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p>
M.OA.p3.2: Uses concrete objects including shapes to copy simple patterns.	<p>CM 11-2 Understands Patterns <u>3-Year Old:</u> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p>
Pre 4	
M.OA.p4.1: Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).	<p>CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
M.OA.p4.2: Composes and decomposes numbers less than or equal to 5 into pairs in more than one way by using objects.	<p>CM 10-3 Learns Addition, Subtraction and Division <u>Pre-K:</u> Can add “1” to a set of objects and know that it is 1 more; can subtract 1 from a set of objects and know that it is 1 less; can split a set of objects equally to divide by 2</p>
M.OA.p4.3: Identifies patterns in the real world and in numbers (e.g., +1 pattern where one more than 3 is 4, one more than 4 is 5, written numerals follow a definite number pattern as the ones digits repeat, 100’s chart).	<p>CM 11-2 Understands Patterns <u>Pre-K:</u> Can create, duplicate or extend more complex patterns, such as red-blue-green-red-blue-green; can fill in a missing piece of a pattern; seriates a group of like objects (small, medium, large, or light, medium, dark)</p>
Measurement & Data	
Pre 3	
M.MD.p3.1: Demonstrates an understanding that objects can be compared by one attribute (e.g., weight, capacity, length) and	<p>CM 11-1 Learns Measurement and Quantities <u>3-Year Old:</u> Understands quantities of length, height, weight, time, or compares amounts between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast,</p>

begins to use words such as bigger/smaller and longer (e.g., Attempts to pick up a big block and exclaims "That's heavier!").	thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)
M.MD.p3.2: Sorts objects into two or more groups by their properties or uses (e.g., sorts blocks into 2 piles; sorts by shape; indicates that pizza, ice cream and hot dogs are all foods but a doll is not).	CS 13-2 Classifies or Sorts Objects <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function
Pre 4	
M.MD.p4.1: Describes and compares objects using measurable attributes (length, size, capacity and weight).	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
M.MD.p4.2: Directly compares two objects with a measurable attribute in common to see which objects has "more of "/ "less of " the attribute (e.g., compare the heights of two children and describe one child as taller or shorter).	CM 11-1 Learns Measurement and Quantities <u>Pre-K:</u> Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring cups, etc.); develops growing abilities to collect, describe, and record measurement in different ways, such as charting results or measuring distance on a map
M.MD.p4.3: Sorts objects into categories; counts the numbers of objects in each category (limit category counts to less than or equal to 10); makes comparisons between the categories based on quantity.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
M.MD.p4.4: Collects data by categories to answer simple questions.	CS 13-2 Classifies or Sorts Objects <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Geometry	
Pre 3	
M.G.p3.1: Describes objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
M.G.p3.2: Correctly names shapes regardless of their orientations or overall size.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
M.G.p3.3: Analyzes and compares shapes in different sizes and	CM 12-1 Learns Shapes & Sizes

orientations and uses informal language to describe their similarities, difference and part (e.g., number of sides and corners) and other attributes (e.g., having sides of equal length).	<u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
M.G.p3.4: Decomposes shapes (i.e., “take apart” into smaller shapes) by trial and error.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Pre 4	
M.G.p4.1: Describes objects in the environment using names of shapes and describes the relative positions of these objects using terms (e.g., above, below, beside, in front of, behind and next to).	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.G.p4.2: Correctly name shapes regardless of their orientations or overall size.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.G.p4.3: Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.G.p4.4: Creates shapes during play by building, drawing, etc.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
M.G.p4.5: Puts together several shapes to make a picture and fill simple outline puzzles.	CM 12-1 Learns Shapes & Sizes <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

Science	
Motion & Stability: Forces & Interactions	
Pre 3	
S.p3.1: Explores and experiments with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g.,	CS 13-1 Explores Objects <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration

pushing, pulling, throwing, twisting, gravity).	
Pre 4	
S.p4.1: Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).	CS 13-1 Explores Objects <u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
S.p4.2: Recognizes and describes the effect of his/her own actions on objects.	CS 14-4 Draws Conclusions and Sorts Results <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)
Energy	
Pre 3	
S.p3.2: Makes simple observations of the characteristics of the sun (e.g., "The sun is bright!" "It's hot out here in the sun." "At night it gets dark because the sun goes away").	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
Pre 4	
S.p4.3: Demonstrates an understanding that the sun provides light and warmth.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
From Molecules to Organisms: Structures & Processes	
Pre 3	
S.p3.3: Notices and asks questions about what is the same and what is the difference between categories of plants and animals.	CS 15-1 Explores the Natural Environment <u>3-Year Old:</u> Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things
S.p3.4: Understands that living things need air, water and food.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
Pre 4	
S.p4.4: Asks /answers questions about objects, organisms and events in their environments.	CS 15-1 Explores the Natural Environment <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
S.p4.5: Understands and is able to explain why plants and animals need air, food and water.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Earth's System	

Pre 3	
S.p3.5: Identifies weather occurrences (e.g., sun, rain and snow).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
S.p3.6: Makes observations and communicates findings with others (e.g., look this tree has big, green leaves).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
Pre 4	
S.p4.6: Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.p4.7: Observes and explains how plants and animals respond to changes in the environment and in seasons.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.p4.8: Understands: (1) how actions people take may change the environment and (2) the impact actions have on the environment for better (e.g., watering plants) or for worse, (e.g., stomping on plants).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Earth & Human Activity	
Pre 3	
S.p3.7: Comments on an animal's appearance, behavior or habitat.	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
S.p3.8: Acquires and uses basic vocabulary for plants, animals and humans (e.g., some names of parts, characteristics).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
S.p3.9: Makes comments about the weather. (e.g., it's cold, it's windy).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
S.p3.10: Participates, with adult direction, in activities to preserve the environment (e.g., disposing of litter, saving things to be recycled).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things
Pre 4	

S.p4.9: Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.p4.10: Demonstrates ways in which the environment provides natural resources that are needed by people (e.g., wood for lumber to build a shelter, water for drinking).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.p4.11: Demonstrates an understanding that different weather conditions require different clothing/accessories (e.g., boots, mittens, rain coat).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
S.p4.12: Recognizes the difference between helpful and harmful actions toward the natural environment and demonstrates ways that individuals are responsible for protecting our planet (e.g., recycling, mending broken things instead of throwing them away, etc.).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things

Social Studies	
Government	
Pre 3	
SS.p3.1: Names family members by relationships (e.g., dad, sister, cousin).	SED 4-1 Develops Awareness of Self <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family
	SS 16-4 Learns about Community Roles and Jobs <u>3-Year Old:</u> Learns about family roles and relationships
Pre 4	
SS.p4.1: Identifies leaders at home and school (e.g., parents, guardians, teachers, principal).	SS 16-4 Learns about Community Roles and Jobs <u>Pre-K:</u> Learns about community helpers; studies different types of careers and jobs; understands the need for various roles in a society; learns about important contributions of historical figures
Economics	
Pre 3	
SS.p3.2: Trades or exchanges materials or objects with others.	SS 16-5 Learns about Government and Economics <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play

SS.p3.3: Discriminates between “yours” and “mine.”	SED 6-3 Cooperates with Peers <u>3-Year Old:</u> Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
Pre 4	
SS.p4.2: Recognizes that people have wants and must make choices because resources and materials are limited (e.g., offers to take turns with scissors when only one pair is available).	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
SS.p4.3: Demonstrates an understanding that money can be exchanged for goods and services.	SS 16-5 Learns about Government and Economics <u>Pre-K:</u> Demonstrates a growing awareness of community rules and types of governance; learns about how money is used to obtain goods or services; learns about different types of money, including coins, paper bills, checks, credit cards, and digital transactions
Geography	
Pre 3	
SS.p3.4: Uses words to indicate direction.	CM 12-2 Develops Spatial Awareness <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
SS.p3.5: Creates representations of familiar places through various materials (e.g., builds a fire station with blocks, draws a picture of a home).	SS 16-3 Explores Geography <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc.
SS.p3.6: Demonstrates an emerging understanding that helping with home and classroom routines improves the quality of the environment.	ATL 2-2 Shows Responsibility <u>3-Year Old:</u> Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege
Pre 4	
SS.p4.4: Identifies and correctly uses terms related to location, direction and distance (e.g., up/down, here/there).	CM 12-2 Develops Spatial Awareness <u>Pre-K:</u> Uses location words (in, on, under, etc.); uses standard or nonstandard units of measurement to determine length, height, capacity etc. of object(s); compares length, height, capacity of a container, such as how many scoops are needed to fill a bucket
SS.p4.5: Creates simple “maps” or drawings of familiar places.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
SS.p4.6: Matches objects to usual locations and identifies features of familiar places (e.g., tree in a park, bed in a bedroom).	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
SS.p4.7: Identifies the four seasons and relates each season to basic clothing choices (e.g., shorts	CS 15-2 Develops an Understanding of and Care for the Natural World

verses mittens, swimsuit verses heavy coat).	<u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
SS.p4.8: With adult support, participates in activities to preserve the environment (e.g., using the trash can and saving items that can be recycled).	CS 15-2 Develops an Understanding of and Care for the Natural World <u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Kansas, United States & World History	
Pre 3	
SS.p3.7 Questions why and/or how people are similar or different.	SS 16-1 Explores Cultures <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work
SS.p3.8: Uses word or phrases that differentiate between events that happened in the past, the present and the future (e.g., “when I was a baby...”, “ or before I moved into my new house...”).	SS 16-2 Understands Time <u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school)
Pre 4	
SS.p4.9 Describes some of the holidays, foods and special events related to his/her own culture or acts them out in dramatic play	SS 16-1 Explores Cultures <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
SS.p4.10: Names city and state where he/she lives.	SS 16-3 Explores Geography <u>Pre-K:</u> Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
SS.p4.11: Demonstrates an understanding of time in the context of daily experiences (e.g., tells parent that her friend was sick yesterday).	SS 16-2 Understands Time <u>Pre-K:</u> Understands basic concepts of time including past-present-future; may understand basic units of time, including hours-minutes-days; learns about calendars, including week-month-year

Creative Arts	
Dance	
Pre 3	
CA.p3.1a: Explores moving all body parts in isolation.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.1b: Explores cross lateral movements.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.2a: Moves one body part in response to a simple rhythm pattern.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities

CA.p3.2b: Demonstrates the difference between still and moving.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.2c: Moves over, under and around objects.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.3a: Creates high, medium and low shapes.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.3b: Explores and creates patterns.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.3c: Combines axial and locomotor movements together.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.4a: Listens to musical cues and teacher instruction.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
CA.p3.4b: Dances with purpose attentive to music and instruction.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities
Pre 4	
CA.p4.1a: Explores one body part in conjunction with other body parts, balance on one foot.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.1b: Skips, slides, leaps.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.2a: Dances to music with varying tempos.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.2b: Creates simple rhythm patterns and is able to repeat them.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.2c: Moves through combinations of pathways, straight, zigzag, diagonal, curve.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.2d: Expands movement vocabulary by exploring words (e.g., suspend, swing, point, burst, float, droop, carve, creep, open and close).	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.3a: Creates movement based on imagery from pictures, books or other ideas.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.3b: Improvises a dance that has a beginning and an ending that uses 2 or more locomotor steps.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities

CA.p4.4a: Able to listen and carry out instruction.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
CA.p4.4b: Able to create movement and discovery.	CCA 21-3 Explores Movement and Dance <u>3-Year Old:</u> Participates in dance or creative movement activities <u>Pre-K:</u> Begins to show individual expression in creative movement activities
Music	
Pre 3	
CA.p3.5a: Repeats sound and rhythm patterns.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.p3.5b: Sings simple songs.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.p3.6a: Moves to traditional music: march, gallop, hop, tiptoe.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.p3.7a: Repeats song patterns and rhythmic movements to music.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.p3.7b: Sings 5-8 note scale.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
CA.p3.8a: Demonstrates understanding of concepts using vocal and physical movement and instruments: soft/loud, high/low, fast/slow.	CCA 21-2 Explores Music <u>3-Year Old:</u> Joins in class exploration of musical instruments; knows and sings songs; uses music across learning domains; explores with sound, melody, tone, rhythm, beat
Pre 4	
CA.p4.5a: Participates in more complex songs and involves physical movement - finger plays, chants, etc.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.p4.6a: Demonstrates movement without prompting: march, hop, tiptoe, skip.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.p4.6b: Vocally repeats a note pattern using an 8 note scale.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.

CA.p4.7a: Creates own songs and movements, includes musical instruments.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.p4.7b: Vocalizes and uses instruments in more complex music/ songs.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.p4.8a: Demonstrates an understanding of music vocabulary: loud/soft - forte/piano, fast/slow - staccato/legato.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
CA.p4.8b: Identifies basic notes and patterns: whole notes, ½ notes, ¼ notes.	CCA 21-2 Explores Music <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Acting/Theater	
Pre 3	
CA.p3.9a: Recites nursery rhymes and simple songs.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
CA.p3.9b: Recalls familiar stories.	ATL 1-2 Develops Memory <u>3-Year Old:</u> Recalls some elements of a story
CA.p3.9c: Memorizes words in books and stories.	LC 7-4 Expands Vocabulary <u>3-Year Old:</u> Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words
CA.p3.10a: Identifies feelings - happy, sad, mad, etc.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
CA.p3.10b: Beginning to differentiate between real and pretend.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
CA.p3.10c: Participates in songs, stories, fingerplays, chants with voice and body together.	LC 7-3 Develops Phonemic Awareness <u>3-Year Old:</u> Can say rhymes; can give a rhyming word when prompted
CA.p3.10d: Beginning to take a role in dramatic play.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
CA.p3.11a: Follows simple instructions to recreate story and dramatic movement.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
CA.p3.11b: Uses costumes to disguise self and become a character in everyday environment.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play

CA.p3.12a: Creates action and verbalization with costume prompt.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
CA.p3.12b: Creates story with props/manipulatives.	CCA 21-4 Participates in Dramatic Play <u>3-Year Old:</u> Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
Pre 4	
CA.p4.9a: Takes a role in acting out a story.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.9b: Creates dialogue specific to a type of character.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.10a: Anticipates story plot and structure of story.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.10b: Assumes roles in dramatic play situations.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.10c: Interacts with others in listening and responding in dramatic role.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.10d: Demonstrates feelings with body and voice.	SED 3-1 Expresses Emotion <u>3-Year Old:</u> Displays a range of emotions; can say how he/she is feeling (e.g., glad, sad, or mad); explores emotions through play, art, music, dance
CA.p4.11a: Dictates a story.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.11b: Repeats dialogue and movement to tell a story.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.11c: Creates roles for self and others in dramatic play situations using body and dialogue.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.11d: Uses costumes to create character with dialogue.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.11e: Creates and executes complicated plot with conflict and resolution verbally and physically.	CCA 21-4 Participates in Dramatic Play

	<u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.11f: Uses props/objects in creative ways to promote and create story	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.12a: Retells stories.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.12b: Uses imagination to create dramatic roles.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.12c: Creates whole characters using imagination, puppets, inanimate objects (e.g., stuffed animals).	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
CA.p4.12d: Critiques drama experiences and find meaning/moral in story.	CCA 21-4 Participates in Dramatic Play <u>Pre-K:</u> Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
Visual Arts	
Pre 3	
CA.p3.13a: Begins use of scissors.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.13b: Explores with natural and recycled objects.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.14a: Explores more complex art activities.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.14b: Mixes two basic shapes - abstract rather than representational.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.15a: Creates work that requires some planning - usually a person with head and 2 vertical lines for legs.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.15b: Works independently.	CCA 21-1 Explores Art Media <u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.16a: Mixes colors to create a new color.	CCA 21-1 Explores Art Media

	<u>3-Year Old:</u> Uses a variety of art materials and media to convey an idea; creates something different from what other children create
CA.p3.16b: Names shapes.	CM 12-1 Learns Shapes & Sizes <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
Pre 4	
CA.p4.13a: Uses a variety of materials to create art.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.13b: Shows skill with scissors.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.14a: Recognizes and describes various art forms - sculpture, painting, printing.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.14b: Drawings suggest real life.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.14c: Drawings becoming better defined, more detail.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.15a: Tells stories/works out problems with drawings.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.15b: Combines multiple media (e.g., builds sculpture then paints sculpture; paints paper then prints on it).	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.16a: Demonstrates understanding of art vocabulary and concepts.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes
CA.p4.16b: Discusses own artistic creations and those of others.	CCA 21-1 Explores Art Media <u>Pre-K:</u> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes

DISCLAIMER:

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