

# 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:  
**Maine's Early Learning  
Development Standards**



## References

Maine Department of Education, Maine Department of Health & Human Resources. (2015). *Maine's early learning development standards*. ME: Author. Retrieved from <https://www1.maine.gov/doe/publicpreschool/documents/Maine-ELDS.pdf>

Maine's Early Learning Development Standards	Vine Assessments by LifeCubby
<b>Social and Emotional Development</b>	<b>Vine Indicators</b>
Emotional Development – Self Concept	
3 - 4 years	
Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences and rights	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Chooses individual activities	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Expresses self in different roles during pretend play	<b>CCA 21-4 Participates in Dramatic Play</b> <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 <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
Compares self with others	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
Expresses own ideas and opinions	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old:</u> Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
End of Preschool Standards – 60 months/5 years	
Has an awareness of self as having certain abilities, characteristics, preferences and rights	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Demonstrates self-direction by making choices among peers, activities and materials	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Takes on new tasks and improves skills with practice	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn

Initiates actions or activities with peers	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Expresses delight over a successful project and want others to like it too	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Demonstrates confidence in own abilities and delights in the mastery of a skill	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Demonstrates an understanding of and follows through with basic responsibilities	<b>ATL 2-2 Shows Responsibility</b> <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
Emotional Development Self-Regulation	
3 - 4 years	
Begins to tell and follow basic safety guidelines and requirements	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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 <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
Demonstrates increasing competency in recognizing and describing own and others' emotions	<b>SED 3-1 Expresses Emotion</b> <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 <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)
Develops increased capacity to share materials or caregiver/teacher's attention	<b>SED 6-3 Cooperates with Peers</b> <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 <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
Shows increased ability to wait for his/her turn in a simple game or for use of equipment	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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

	<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
Will use private or inner speech to help remember the rules and standards of behavior	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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 <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
Uses materials and equipment purposefully, safely and respectfully	<b>ATL 2-2 Shows Responsibility</b> <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 <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
Begins to accept consequences of own actions	<b>ATL 2-2 Shows Responsibility</b> <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 <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
Listens with interest and understanding to directions	<b>ATL 2-2 Shows Responsibility</b> <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 <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
Listens with interest and understanding during conversations	<b>LC 7-6 Learns Conversation Structure</b> <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 <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
End of Preschool Standards – 60 months/5 years	
Expresses self in safe and appropriate ways through words and actions	<b>SED 3-1 Expresses Emotion</b> <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)

Seeks peaceful resolutions to conflict	<b>SED 6-3 Cooperates with Peers</b> <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
Stops and listens to instructions before jumping into activity, with guidance	<b>ATL 2-2 Shows Responsibility</b> <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
Follows rules and routines	<b>ATL 2-2 Shows Responsibility</b> <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
Respects the rights and property of others	<b>ATL 2-2 Shows Responsibility</b> <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
Uses materials appropriately	<b>ATL 2-2 Shows Responsibility</b> <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
Is able to share materials or caregiver's/teacher's attention	<b>SED 6-3 Cooperates with Peers</b> <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
Can wait for turn in simple game or use of equipment	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Accepts consequences of own actions.	<b>ATL 2-2 Shows Responsibility</b> <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
Regulates own emotions and behaviors.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Refrains from disruptive, aggressive, angry or defiant behaviors	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Asks what and why questions to understand effects of behavior	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
<b>Emotional Development Sympathy and Empathy</b>	
<b>3 – 4 Years</b>	
Realizes and expresses how another child might feel	<b>SED 6-1 Builds Empathy</b> <u>3-Year Old:</u> Recognizes the feelings of others; asks an adult for help when another child is in distress <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Demonstrates awareness of feeling during pretend play	<b>SED 3-1 Expresses Emotion</b> <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
Recognizes other children's kind behaviors	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Expresses empathy for others	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Comforts physically hurt or emotionally upset child through appropriate words or actions	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Labels own emotions and, increasingly, the emotions of others	<b>SED 3-1 Expresses Emotion</b> <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)
Demonstrates understanding of the consequences of own actions on others	<b>ATL 2-2 Shows Responsibility</b> <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
Understands the reasons for rules and routines within the group and accepts them	<b>ATL 2-2 Shows Responsibility</b> <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
Asks “what” and “why” questions to understand effects of behavior	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts,	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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

without harming self, others, or property	
<b>Emotional Development - Adapting to Diverse Settings</b>	
<b>3 – 4 Years</b>	
Explores objects and materials, and interacts with others in a variety of new settings	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration <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
Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors	<b>ATL 2-1 Understands Routines</b> <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
Anticipates with assistance what will be needed in diverse settings	<b>ATL 2-1 Understands Routines</b> <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
Follows rules in diverse settings	<b>ATL 2-2 Shows Responsibility</b> <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
<b>Social Development - Building Relationships with Adults</b>	
<b>3 – 4 Years</b>	
Separates with assistance from significant adults, without undue anxiety, in familiar settings	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
Approaches adults for assistance	<b>SED 5-1 Bonds with Adults</b>

	<p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Offers to assist adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Expresses affection for significant adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Follows caregivers'/teachers' guidance for appropriate behavior in different environments	<p><b>SED 5-2 Learns from Adults</b></p> <p><u>3-Year Old:</u> Imitates behaviors demonstrated by familiar adults; may say words or phrases often said by familiar adults</p> <p><u>Pre-K:</u> Mirrors adult behavior in daily routines; seeks help or information when needed from adults</p>
Interacts appropriately with familiar adult(s) and peers	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Identifies known safety roles and distinguishes between trusted and unknown adults	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>3-Year Old:</u> Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems</p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
End of Preschool Standards – 60 months/5 years	
Asks questions and checks with an adult before deviating from rules and routines	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Seeks adult help when needed for emotional support	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Confides in at least one adult	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>
Works independently and asks for help only when necessary	<p><b>ATL 1-5 Shows Initiative</b></p> <p><u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting</p> <p><u>Pre-K:</u> Makes and conveys choices to friends and teachers</p>
Works cooperatively with an adult to plan and organize activities and solve problems	<p><b>SED 5-1 Bonds with Adults</b></p> <p><u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults</p>

Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns	<b>ATL 2-2 Shows Responsibility</b> <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
<b>Social Development - Building Relationships with Children</b>	
<b>3 – 4 Years</b>	
Separates willingly from adults to play with friends	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Plays beside and interacts with peers	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Shows enjoyment in playing with other children	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Participates in group glee	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Has at least one other friend and begins to show preference for particular playmate	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old:</u> Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Leads or participates in planning cooperative play with others	<b>SED 6-3 Cooperates with Peers</b> <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 <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
Understands the concept of “mine” and “his/hers”	<b>SED 6-3 Cooperates with Peers</b> <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 <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
Joins a group of other playing children with adult prompts, as needed	<b>SED 6-2 Bonds with Peers</b> 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
End of Preschool Standards – 60 months/5 years	
Participates cooperatively in large and small group activities	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Participates in classroom and group routines	<b>SED 6-2 Bonds with Peers</b> Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Uses different turn-taking strategies	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Develops consideration for the needs or interests of peers	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Develops friendships with peers	<b>SED 6-2 Bonds with Peers</b> Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Notices and comments on who is absent from routine group settings	<b>SED 6-2 Bonds with Peers</b> Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
Shows concern for personal fairness within a peer group	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Defends own rights and the rights of others	<b>SED 6-3 Cooperates with Peers</b> Pre-K: 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
Gives social support to others	<b>SED 6-2 Bonds with Peers</b>

	<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
Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking	<b>SED 6-3 Cooperates with Peers</b> <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
Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)	<b>SED 4-1 Develops Awareness of Self</b> <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)
Uses play to explore, practice and understand social roles	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old</u> : Learns about family roles and relationships <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
Joins in the middle of an ongoing group activity with friends independently	<b>SED 6-2 Bonds with Peers</b> <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
Invents and sets up activities that include more than one child	<b>SED 6-2 Bonds with Peers</b> <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
Gives social support to others	<b>SED 6-1 Builds Empathy</b> <u>Pre-K</u> : Shares in the joy of others; expresses sadness when another adult or child is sad
<b>Social Development - Respecting Similarities and Differences</b>	
<b>3 – 4 Years</b>	
Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference	<b>SED 4-1 Develops Awareness of Self</b> <u>3-Year Old</u> : Describes own physical characteristics, likes and dislikes; communicates feelings about family and community; draws pictures of family <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)
Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs	<b>SED 6-2 Bonds with Peers</b> <u>3-Year Old</u> : Interacts positively with other children in the group; begins to make friends; may have a favorite friend <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
Carries on sustained interaction with adults in their world	<b>SED 5-1 Bonds with Adults</b> <u>3-Year Old</u> : Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems <u>Pre-K</u> : Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults

Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics	<b>SED 6-3 Cooperates with Peers</b> <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 <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
Begins to demonstrate an understanding of inclusion or fairness through words and actions	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
End of Preschool Standards – 60 months/5 years	
Names and accepts differences and similarities in preferences	<b>SED 4-1 Develops Awareness of Self</b> <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)
Notices that other children might communicate differently or use different words for the same object	<b>SED 6-3 Cooperates with Peers</b> <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
Begins to examine a situation from others' perspective	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad
Shows concern about personal fairness within a peer group	<b>SED 6-1 Builds Empathy</b> <u>Pre-K:</u> Shares in the joy of others; expresses sadness when another adult or child is sad

<b>Approaches to Learning</b>	
Initiative & Curiosity	
3 – 4 Years	
Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Shows interest in how and why others do things	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
Develops increased ability to make independent choices	<b>ATL 1-5 Shows Initiative</b> <u>3-Year Old:</u> Enjoys new experiences; works independently for brief periods of time without adult prompting <u>Pre-K:</u> Makes and conveys choices to friends and teachers
Explores materials and actively uses them to follow through on an idea	<b>CS 13-1 Explores Objects</b>

	<p><u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration</p> <p><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</p>
End of Preschool Standards – 60 months/5 years	
Initiates participation in a widening ranges of topics, ideas, and tasks	<p><b>ATL 1-4 Is Curious</b></p> <p><u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
Invents projects and works on them with little assistance	<p><b>CS 14-3 Makes Plans</b></p> <p><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</p>
Wonders and asks questions about change in his/her world	<p><b>ATL 1-4 Is Curious</b></p> <p><u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
Uses “wh” questions to get information a variety of topics (why, who, what, where and when)	<p><b>ATL 1-4 Is Curious</b></p> <p><u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
Approaches tasks and activities with increasing flexibility, imagination, and inventiveness	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><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</p>
Invents games and new activities	<p><b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b></p> <p><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</p>
<b>Engagement &amp; Persistence</b>	
3 – 4 Years	
Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><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</p>
Participates in an increasing variety of tasks and activities	<p><b>ATL 1-4 Is Curious</b></p> <p><u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p> <p><u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>
Begins to sets goals, develops plans, and completes tasks	<p><b>CS 14-3 Makes Plans</b></p> <p><u>3-Year Old:</u> Has own ideas for play time and makes plans to carry out ideas; makes choices during free time</p> <p><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</p>
Demonstrates an increasing capacity to maintain concentration for a meaningful period of time	<p><b>ATL 1-1 Is Attentive</b></p> <p><u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes</p> <p><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</p>
End of Preschool Standards –	

60 months/5 years	
Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration)	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Chooses to leave a project and returns to it later for completion or elaboration	<b>ATL 1-3 Is Persistent</b> <u>3-Year Old:</u> Continues efforts to finish a challenging activity or task, even when frustrated, with or without adult support <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
Sets goals, develops plans, and completes tasks with increasing independence	<b>CS 14-3 Makes Plans</b> <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
Maintains concentration despite distractions	<b>ATL 1-1 Is Attentive</b> <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
<b>Reflection &amp; Problem-Solving</b>	
3 – 4 Years	
Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults	<b>CS 14-1 Solves Problems</b> <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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Explains part, or all, of the problem when asking for help	<b>CS 14-1 Solves Problems</b> <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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Uses self-talk to guide when solving a problem	<b>CS 14-1 Solves Problems</b> <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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
End of Preschool Standards – 60 months/5 years	
Predicts when something might be a problem or challenge	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story

	<u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Makes predictions about what will happen next	<b>CS 14-2 Makes Predictions</b> <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
Looks for more than one solution to a question, task, or problem	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Applies prior experiences, senses, and knowledge to new learning situations	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <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
Considers and implements different approaches to carrying out a task	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Independently alters approach to tasks when initial approach does not work	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Discusses or documents important aspects of an experience and identifies what was learned	<b>CS 14-4 Draws Conclusions and Sorts Results</b> <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float) <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Solves increasingly complex problems and an increased number of problems	<b>CS 14-1 Solves Problems</b> <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems

<b>Creative Arts</b>	
Visual Arts	
3 – 4 Years	
Uses a variety of art- making tools	<b>CCA 21-1 Explores Art Media</b> <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 <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
Shares art materials and begins to work with peers on a group artwork	<b>CCA 21-1 Explores Art Media</b> <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 <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

Chooses artwork to display and keep based on personal preferences	<b>CCA 21-1 Explores Art Media</b> <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 <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
Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork	<b>CCA 21-1 Explores Art Media</b> <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 <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
Begins to use art materials safely and appropriately	<b>CCA 21-1 Explores Art Media</b> <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 <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
Observes and discusses artwork created by both adults and children	<b>CCA 21-1 Explores Art Media</b> <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 <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
End of Preschool Standards – 60 months/5 years	
Shows interest in different art media and materials in a variety of ways for creative expression and representation	<b>CCA 21-1 Explores Art Media</b> <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
Works collaboratively to create group art displays	<b>CCA 21-1 Explores Art Media</b> <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
Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism	<b>CCA 21-1 Explores Art Media</b> <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
Uses art materials safely and appropriately	<b>CCA 21-1 Explores Art Media</b> <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
Selects and describes the elements of personal artwork with teachers, other children and parents	<b>CCA 21-1 Explores Art Media</b> <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
<b>Movement and Dance</b>	
<b>3 – 4 Years</b>	
Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile)	<b>CCA 21-3 Explores Movement and Dance</b> <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
Engages in various types of music and rhythm activities through movement	<b>CCA 21-3 Explores Movement and Dance</b> <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
Demonstrates awareness of body in space and moves with developing control	<b>CCA 21-3 Explores Movement and Dance</b> <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
End of Preschool Standards – 60 months/5 years	
Moves in response to tempo changes and different styles of music	<b>CCA 21-3 Explores Movement and Dance</b> <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
Uses creative movement, planned or improvised, that expresses an idea or feeling	<b>CCA 21-3 Explores Movement and Dance</b> <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
Listens and cooperates in group creative movement/dances	<b>CCA 21-3 Explores Movement and Dance</b> <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
<b>Music</b>	
<b>3 – 4 Years</b>	
Recognizes different patterns of tempo, rhythm and pitch	<b>CCA 21-2 Explores Music</b> <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 <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Develops ability to sing expressively	<b>CCA 21-2 Explores Music</b> <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 <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Listens to and explores various kinds of music and instruments, and natural sounds	<b>CCA 21-2 Explores Music</b> <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 <u>Pre-K:</u> Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
End of Preschool Standards – 60 months/5 years	
Shows increasing ability to recognize tempo changes and different styles of music	<b>CCA 21-2 Explores Music</b>

	<u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Sings songs with more complex and varied lyrics, patterns and notations	<b>CCA 21-2 Explores Music</b> <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
Uses music and instruments to imitate and improvise songs, melodies, and patterns	<b>CCA 21-2 Explores Music</b> <u>Pre-K</u> : Joins in class exploration of musical instruments; knows some musical concepts such as volume, speed, melody, tone, rhythm, notes, etc.
<b>Dramatic Play/Performance</b>	
<b>3 – 4 Years</b>	
Begins to use objects for other than their intended purpose during play	<b>CCA 21-4 Participates in Dramatic Play</b> <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 <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
Begins to identify real and make-believe	<b>CCA 21-4 Participates in Dramatic Play</b> <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 <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
Explores new and familiar situations through dramatic play	<b>CCA 21-4 Participates in Dramatic Play</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Uses objects for other than their intended purpose to create representations of real life objects or activities	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Represents fantasy and real life experiences through pretend play and use of props and costumes	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Uses pretend play to represent known or anticipated situations	<b>CCA 21-4 Participates in Dramatic Play</b> <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
Creates characters through physical movement, gesture, sound, speech and facial expressions	<b>CCA 21-4 Participates in Dramatic Play</b> <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

Recreates dramatic play experiences, stories or poems for an audience	<b>CCA 21-4 Participates in Dramatic Play</b> <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
---	---

<b>Early Language and Literacy</b>	
Speaking and Listening	
Comprehension & Collaboration	
3 – 4 Years	
Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups:	<b>LC 7-6 Learns Conversation Structure</b> <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 <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
Begins to follow agreed-upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion)	<b>LC 7-6 Learns Conversation Structure</b> <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 <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
Begins to engage in conversations with multiple exchanges	<b>LC 7-6 Learns Conversation Structure</b> <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 <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
Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to ask questions in order to seek help, get information, or clarify something that is not understood	<b>LC 7-2 Develops Expressive Communication</b> <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

End of Preschool Standards – 60 months/5 years	
Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups:	<b>LC 7-6 Learns Conversation Structure</b> <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
Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion)	<b>LC 7-6 Learns Conversation Structure</b> <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
Engages in conversations with multiple exchanges	<b>LC 7-6 Learns Conversation Structure</b> <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
Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions	<b>LKS 8-1 Develops Early Literacy</b> <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
Asks questions in order to seek help, get information, or clarify something that is not understood	<b>LC 7-2 Develops Expressive Communication</b> <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
<b>Presentation of Knowledge &amp; Ideas</b>	
<b>3 – 4 Years</b>	
Begins to describe familiar people, places, things, and events	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
Begins to speak audibly and, with prompting and support, express thoughts, feelings, and ideas	<b>LC 7-2 Develops Expressive Communication</b> <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 <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

End of Preschool Standards – 60 months/5 years	
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<b>LC 7-4 Expands Vocabulary</b> <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
Begins to add drawing or other visual displays to descriptions to provide additional detail	<b>LKS 9-1 Develops Emergent Writing</b> <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
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	<b>LC 7-2 Develops Expressive Communication</b> <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
Language Standards	
Conventions of Standard English	
3 – 4 Years	
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Prints some letter and/or letter-like symbols	<b>LKS 9-1 Develops Emergent Writing</b> <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” <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
Uses frequently occurring nouns and verbs	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Begins to form some regular plural nouns orally by adding /s/ or /es? (e.g. dog, dogs; wish, wishes)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate

Begins to understand question words (e.g. who, what, where, when, why, how)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Begins to understand the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind <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
Begins to speak in complete sentences	<b>LC 7-5 Expands Grammar and Pronunciation</b> <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.) <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
End of Preschool Standards – 60 months/5 years	
Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking:	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Prints some upper- and lowercase letters, and can write own name	<b>LKS 9-1 Develops Emergent Writing</b> <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
Uses frequently occurring nouns and verbs	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how)	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)	<b>CM 12-2 Develops Spatial Awareness</b> <u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind
Demonstrates the ability to speak in complete sentences	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate

Begins to use standard English capitalization, punctuation, and spelling when writing:	<b>LC 7-5 Expands Grammar and Pronunciation</b> <u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Capitalizes the first letter in own name	<b>LKS 9-1 Develops Emergent Writing</b> <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
Begins to recognize punctuation (e.g., ,, ?, !)	<b>LKS 8-3 Develops Emergent Reading</b> <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
Begins to write letters to represent sounds	<b>LKS 9-1 Develops Emergent Writing</b> <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
Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships	<b>LKS 9-1 Develops Emergent Writing</b> <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
<b>Vocabulary Acquisition &amp; Use</b>	
<b>3 – 4 Years</b>	
Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play:	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad)	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
Begins to explore word relationships and meanings:	<b>LC 7-4 Expands Vocabulary</b> <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

	<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)
Begins to sort common objects into categories (e.g. big/small, living/nonliving)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old</u> : Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
End of Preschool Standards – 60 months/5 years	
Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play:	<b>LC 7-4 Expands Vocabulary</b> <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)
With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad)	<b>LC 7-4 Expands Vocabulary</b> <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)
Explores word relationships and meanings:	<b>LC 7-4 Expands Vocabulary</b> <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)
Sorts common objects into categories (e.g. big/small, living/nonliving)	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K</u> : Compares objects based on attributes, such as weight, odor, color, texture, function or sound

Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy)	<b>LC 7-4 Expands Vocabulary</b> <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)
Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings	<b>LC 7-4 Expands Vocabulary</b> <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)
Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play	<b>LC 7-4 Expands Vocabulary</b> <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)
Reading Standards for Literature	
Key Ideas & Details	
3 – 4 Years	
Engages and interacts during story reading	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Retells information from a story	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Demonstrates understanding of whom or what a story is about	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
End of Preschool Standards – 60 months/5 years	

Asks and answers questions about simple stories	<b>LKS 8-1 Develops Early Literacy</b> <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
Retells at least one major event from a simple story	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Identifies main characters in simple stories	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Craft &amp; Structure</b>	
<b>3 – 4 Years</b>	
Makes observations about words and pictures in books	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to understand that a book has a title, author & illustrator	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Asks questions about unknown words and phrases in stories	<b>LKS 8-1 Develops Early Literacy</b> <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
Begins to recognize that there are different text structures, such as stories, poems, and songs	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Integration of Knowledge &amp; Ideas</b>	
<b>3 – 4 Years</b>	
Makes observations about the use of words and pictures	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to make connections between a story or poem and one's own experiences	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Retells stories using both storybook language and pictures	<b>LKS 8-1 Develops Early Literacy</b> <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
Begins to make connections between characters in familiar stories	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Reading &amp; Level of Text Complexity</b>	
<b>3 – 4 Years</b>	
Seeks out experiences (individually and in groups) with pictures, books, and other print materials	<b>LKS 8-1 Develops Early Literacy</b> <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 <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

End of Preschool Standards – 60 months/5 years	
Participates in (individually and in groups) a variety of age-appropriate print materials	<b>LKS 8-1 Develops Early Literacy</b> <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
Reading Standards for Informational Text	
Details-Informational Text	
3 – 4 Years	
Engages and interacts during reading of an informational text	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Recognizes that books provide information about the world	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Recalls some information from an informational text read aloud or shared visually	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
End of Preschool Standards – 60 months/5 years	
Asks and answers questions about an informational text read aloud	<b>LKS 8-1 Develops Early Literacy</b> <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
Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Represents or acts out concepts learned from hearing an informational	<b>CCA 21-4 Participates in Dramatic Play</b>

text read aloud (e.g. makes a skyscraper out of blocks at the sensory table)	<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 <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
Structure-Informational text	
3 – 4 Years	
Makes observations about words and pictures in an informational text	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to display appropriate book-handling behaviors-oriens book as if to be read, points to title, turns pages in a single direction	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to understand that books have titles, authors, and illustrators	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
End of Preschool Standards – 60 months/5 years	
Asks questions about unknown words and phrases in informational texts read aloud or shared visually	<b>LC 7-4 Expands Vocabulary</b> <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)
Identifies front cover and back cover of a book and title	<b>LKS 8-1 Develops Early Literacy</b> <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

Begins to describe the role of authors and illustrators	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Integration of Knowledge Ideas</b>	
<b>3 – 4 Years</b>	
Describes important details from a photograph or illustration	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to recognize that information on a topic can be found in more than one text	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Describes important information from text and pictures/photos/graphics	<b>LKS 8-1 Develops Early Literacy</b> <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
Recognizes that information on a topic can be found in more than one text	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Range of Reading Level of Text Complexity</b>	
<b>3 – 4 Years</b>	
Seeks out experiences with informational text materials	<b>LKS 8-1 Develops Early Literacy</b> <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

	<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
End of Preschool Standards – 60 months/5 years	
Participates individually and in groups in a variety of age-appropriate informational text materials	<b>LKS 8-1 Develops Early Literacy</b> <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
Reading Standards: Foundational Skills	
Print Concepts	
3 – 4 Years	
Begins to display appropriate book-handling behaviors and begin to recognize print conventions:	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Holds a book as if to read, point to title, and opens book and turns pages in single direction	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Recognizes print as something that can be read	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old</u> : Recognizes own name in print; understands left to right, top to bottom process of 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
Recognizes and names the letters of his/her first name	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
End of Preschool Standards –	

60 months/5 years	
Displays appropriate book-handling skills and knowledge of print conventions:	<b>LKS 8-1 Develops Early Literacy</b> <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
Begins to track print from left to right and top to bottom	<b>LKS 8-1 Develops Early Literacy</b> <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
Recognizes that print is something that is read and has specific meaning	<b>LKS 8-3 Develops Emergent Reading</b> <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
Begins to demonstrate that words are separated by spaces in print	<b>LKS 8-3 Develops Emergent Reading</b> <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
Recognizes and names at least 15-20 upper and 15-20 lower case letters.	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
<b>Phonological Awareness</b>	
<b>3 – 4 Years</b>	
Demonstrates an understanding of spoken words and syllables:	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Begins to recognize rhyming words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Begins to count, pronounce, blend, and segment syllables in their own names	<b>LC 7-3 Develops Phonemic Awareness</b> <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)

Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
End of Preschool Standards – 60 months/5 years	
Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes):	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Recognizes and produces rhyming words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Counts, pronounces, blends, and segments syllables in spoken words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Blends and segments onsets and rimes of single-syllable words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
<b>Phonics &amp; Word Recognition</b>	
<b>3 – 4 Years</b>	
Begins to recognize that letters represent sounds	<b>LC 7-3 Develops Phonemic Awareness</b> <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)
Begins to recognize own name and the names of other children in the classroom and common print around the classroom	<b>LKS 8-3 Develops Emergent Reading</b> <u>3-Year Old:</u> Recognizes own name in print; understands left to right, top to bottom process of 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
End of Preschool Standards – 60 months/5 years	
Links a sound to a picture of an object that begins with that sound.	<b>LC 7-3 Develops Phonemic Awareness</b> <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)

Begins to link a sound to the corresponding printed letter	<b>LKS 8-2 Develops Alphabetic Knowledge</b> <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
Recognizes names of other children in the classroom and common print around the classroom.	<b>LKS 8-3 Develops Emergent Reading</b> <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
<b>Fluency</b>	
<b>3 – 4 Years</b>	
Attends to fluent models of reading	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
Begins to imitate fluent models of reading	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Attends to fluent models of reading	<b>LKS 8-1 Develops Early Literacy</b> <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
Imitates fluent models of reading	<b>LKS 8-1 Develops Early Literacy</b> <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
<b>Writing Standards</b>	
<b>Text Types and Purposes of Writing</b>	
<b>3 – 4 Years</b>	

With prompting and support, uses a combination of drawing, dictating and emergent writing to:	
Communicate ideas	<b>LKS 9-1 Develops Emergent Writing</b> <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” <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
End of Preschool Standards – 60 months/5 years	
With prompting and support, uses a combination of drawing, dictating and writing to:	<b>LKS 9-1 Develops Emergent Writing</b> <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
Communicate opinions on topics of interest (e.g., My favorite food is...)	<b>LKS 9-1 Develops Emergent Writing</b> <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
Communicate information about a topic	<b>LKS 9-1 Develops Emergent Writing</b> <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
Tell a story	<b>LKS 9-1 Develops Emergent Writing</b> <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
Production & Distribution of Writing	
3 – 4 Years	
With prompting and support: Shares drawing and writing with others	<b>LKS 9-1 Develops Emergent Writing</b> <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” <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
Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words	<b>CS 13-3 Learns Using Technology</b> <u>3-Year Old:</u> Shows interest in technology; may understand how “swiping” and “clicking” work on an ipad or tablet <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
End of Preschool Standards – 60 months/5 years	

With prompting and support: Shares drawing and writing with peers to gather additional ideas and/or answer questions	<b>LKS 9-1 Develops Emergent Writing</b> <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
Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words	<b>CS 13-3 Learns Using Technology</b> <u>Pre-K:</u> May be learning how to play educational games using a computer and keyboard or tablet
<b>Research to Build &amp; Present Knowledge-Writing</b>	
<b>3 – 4 Years</b>	
Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers)	<b>SED 6-3 Cooperates with Peers</b> <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 <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
	<b>LKS 8-1 Develops Early Literacy</b> <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 <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
	<b>LKS 9-1 Develops Emergent Writing</b> <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” <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
With guidance & support from adults, begins to recall some information from experiences or gather information from resources	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
<b>End of Preschool Standards – 60 months/5 years</b>	
Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals)	<b>SED 6-3 Cooperates with Peers</b> <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
	<b>LKS 8-1 Develops Early Literacy</b>

	<p><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>
	<p><b>LKS 9-1 Develops Emergent Writing</b>  <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</p>
With guidance and support, begins to recall information from experiences or gather information from different sources	<p><b>ATL 1-2 Develops Memory</b>  <u>3-Year Old:</u> Recalls some elements of a story  <u>Pre-K:</u> Recalls part or all of a story, including characters and main events</p>

<b>Physical Development and Health</b>	
<b>Nutrition</b>	
<b>3 – 4 Years</b>	
Makes known health-related needs and/or interests and considers possible options ( i.e., when thirsty, asks for water)	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods  <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</p>
Helps to set and clear the table for meals, recognizing the appropriate materials needed	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods  <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</p>
Child serves self, taking food from one container to another, using utensils	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup  <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife</p>
Engages, as possible, in food preparation	<p><b>PMP 20-1 Learns about Nutrition</b>  <u>3-Year Old:</u> Is learning the role of food and nutrition in daily routines; tries different kinds of nutritious foods  <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</p>
<b>End of Preschool Standards – 60 months/5 years</b>	
Recognizes, chooses and eats a variety of healthy foods from various cultures	<p><b>PMP 20-1 Learns about Nutrition</b>  <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</p>
Identifies foods by their food group and where the food comes from, and	<p><b>PMP 20-1 Learns about Nutrition</b></p>

knows the difference between healthful foods and those with little nutritional value	<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
Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating	<b>PMP 20-1 Learns about Nutrition</b> <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
<b>Safety</b>	
<b>3 – 4 Years</b>	
Recognizes and names people who keep them safe in dangerous situations	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Has an awareness of strangers.	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Develops awareness of and the ability to follow basic safety rules and practices	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Avoids hazardous chemicals and unsafe materials	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Seeks adult approval before approaching unknown pets	<b>PMP 20-2 Learns Safety Rules</b> <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 <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
<b>End of Preschool Standards – 60 months/5 years</b>	
Identifies how people help keep them safe in dangerous situations	<b>SS 16-4 Learns about Community Roles and Jobs</b> <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
Can identify a stranger	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions

Follows basic safety rules and practices	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Demonstrates safety awareness and responsibility when using materials	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Uses caution and keeps a distance from wildlife and unknown pets	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
Follows emergency routines after adult instruction	<b>PMP 20-2 Learns Safety Rules</b> <u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
<b>Fine Motor</b>	
<b>3 – 4 Years</b>	
Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>3-Year Old:</u> Demonstrates increasing ability to complete fine motor activities, such as putting jumbo puzzles together or stringing beads <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
Cuts paper in straight line	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Completes interlocking puzzles	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <u>3-Year Old:</u> Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
Uses increased skill in self serving with little spilling during meals, including using tongs	<b>PMP 19-1 Develops Meal Time Independence</b> <u>3-Year Old:</u> Is independent with eating and drinking at meal times; uses utensils; uses cup <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife
<b>End of Preschool Standards – 60 months/5 years</b>	

<p>Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
<p>Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting</p>	<p><b>PMP 19-1 Develops Meal Time Independence</b>  <u>Pre-K:</u> Able to serve portions to self; uses utensils; adds own condiments, cuts food with table knife</p>
<p>Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
<p>Practices manual self- help skills, including dressing self and attempting to tie shoes</p>	<p><b>PMP 19-2 Develops Self-Care Skills</b>  <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</p>
<p>Uses small, precise finger and hand movements</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
<p>Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles)</p>	<p><b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>  <u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness</p>
<p><b>Gross Motor</b></p>	
<p><b>3 – 4 Years</b></p>	
<p>Moves purposefully from place to place with control</p>	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds  <u>Pre-K:</u> Can jump forward several times without falling</p>
<p>Moves with an awareness of personal space in relationship to others</p>	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet  <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</p>
<p>Hops on one foot one time without losing balance or falling</p>	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet  <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</p>
<p>Jumps down from a step and forward ten inches</p>	<p><b>PMP 17-2 Develops Lower Body Strength</b>  <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds  <u>Pre-K:</u> Can jump forward several times without falling</p>
<p>Walks forward and backward along a line or a beam using normal stride</p>	<p><b>PMP 17-1 Develops Perception &amp; Balance</b>  <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet</p>

	<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
Walks up and down stairs, alternating feet	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
Combines large motor movements with the use of equipment	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <u>3-Year Old:</u> Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors <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
End of Preschool Standards – 60 months/5 years	
Coordinates complex movements in play and games	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left)	<b>PMP 17-2 Develops Lower Body Strength</b> <u>3-Year Old:</u> Runs; jumps; hops; balances on 1 foot for up to 3 seconds <u>Pre-K:</u> Can jump forward several times without falling
Demonstrates cooperative skills while participating in physical activities	<b>SED 6-3 Cooperates with Peers</b> <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
Sustains balance during complex movements	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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

Manipulates balls or similar objects with a full range of motion	<b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <u>Pre-K:</u> Can use monkey bars; catches a ball that has been bounced; throws a ball overhead
Develops coordination and balance with a variety of playground equipment	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
Enjoys challenging him/herself to try new and increasingly difficult activities	<b>ATL 1-3 Is Persistent</b> <u>Pre-K:</u> Completes reasonable tasks despite frustration, either by persisting independently or seeking help from a friend or adult
	<b>SED 4-2 Becomes Confident</b> <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Shows enthusiasm for mastery of gross motor movements through repetitive practice	<b>PMP 17-5 Develops Large Motor Coordination Skills</b> <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
<b>Physical Health Status</b>	
<b>3 – 4 Years</b>	
Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age	<i>See LifeCubby's provided Growth Charts</i>
Demonstrates body spatial awareness in relationship to stationary objects	<b>PMP 17-1 Develops Perception &amp; Balance</b> <u>3-Year Old:</u> Stands on 1 foot for about 3 seconds; jumps with two feet <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
Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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
Engages in adaptive physical activities, as appropriate	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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
<b>End of Preschool Standards – 60 months/5 years</b>	

Participates in games, outdoor play, and other forms of exercise to enhance physical fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
Develops an awareness of personal health and fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <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
<b>Health Knowledge and Practices</b>	
<b>3 – 4 Years</b>	
Completes personal care tasks with increasing independence	<b>PMP 19-2 Develops Self-Care Skills</b> <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 <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
Takes off coat and puts it where it belongs	<b>PMP 19-2 Develops Self-Care Skills</b> <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 <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
Participates in structured and unstructured physical activities	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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
Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <u>3-Year Old:</u> Is able to play for longer periods of time without needing to rest <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
Transitions from high-energy to low-energy activities	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

	<p><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</p> <p><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</p>
Follows routines independently	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><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</p> <p><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</p>
Cooperates during doctor and dentist visits and health and developmental screenings	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><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</p> <p><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</p>
Regulates own emotions and behaviors	<p><b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b></p> <p><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</p> <p><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</p>
Begins to take responsibility for meeting own needs	<p><b>PMP 19-2 Develops Self-Care Skills</b></p> <p><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</p> <p><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</p>
End of Preschool Standards – 60 months/5 years	
Identifies specific practices that support body development and function	<p><b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b></p> <p><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</p>
Combines and uses different senses depending on the activity	<p><b>PMP 17-1 Develops Perception &amp; Balance</b></p> <p><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</p>

Recognizes the importance of doctor and dentist visits	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Identifies medicine and knows that is it used to stay healthy	<b>LC 7-4 Expands Vocabulary</b> <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)
Identifies which school and community health helpers are needed in a given situation	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Regulates own emotions and behaviors	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <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
Moves with an awareness of others	<b>PMP 17-1 Develops Perception &amp; Balance</b> <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
Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Participates easily and knows what to do in routine activities	<b>ATL 2-1 Understands Routines</b> <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
Covers mouth when coughing	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Helps with routine care of the environment	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Recognizes there are multiple components of health	<b>PMP 19-2 Develops Self-Care Skills</b> <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
Identifies physical changes that accompany moderate to vigorous physical activity	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>

	<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
Participates in sleep routines	<b>PMP 19-4 Develops Naptime Independence</b> <u>Pre-K:</u> Puts self to sleep at naptime; may not nap every afternoon; likely not napping by age 5 (note current level)

<b>Math</b>	
<b>Mathematical Practices</b>	
<b>3 – 4 Years</b>	
Develops positive attitudes about math	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills <u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Participates in whole group and small group math-focused activities	<b>SED 6-3 Cooperates with Peers</b> <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 <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
Recognizes the idea of a “problem” and “problem solving” in the physical and social world.	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
Communicates math ideas verbally and non-verbally	<b>CM 10-1 Begins Counting</b> <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 <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
	<b>LC 7-2 Develops Expressive Communication</b> <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 <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
End of Preschool Standards – 60 months/5 years	
Approaches math with enthusiasm.	<b>SED 4-2 Becomes Confident</b>

	<u>Pre-K</u> : Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Associates math with engaging classroom materials and activities	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Recognizes the usefulness of math in everyday tasks	<b>CM 11-1 Learns Measurement and Quantities</b> <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
	<b>CS 14-1 Solves Problems</b> <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Uses math to solve problems in the context of classroom and home experiences	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <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
	<b>CS 14-1 Solves Problems</b> <u>Pre-K</u> : Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
Represents mathematical concepts using manipulatives	<b>CM 10-2 Builds and Observes Sets</b> <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
Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <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
Uses math terms in the course of everyday conversations	<b>CM 10-1 Begins Counting</b> <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
<b>Counting and Cardinality Cluster</b>	
<b>3 – 4 Years</b>	
Rote Counts to 10 and beyond by ones with increasing accuracy	<b>CM 10-1 Begins Counting</b> <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 <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
Recognizes and names written numerals 0-5	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old</u> : Can trace numbers: recognizes a few numbers in written form

	<u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Begins to subitize to determine how many (recognizes small quantities immediately)	<b>CM 10-2 Builds and Observes Sets</b> <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 <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
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5).	<b>CM 10-1 Begins Counting</b> <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 <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
Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality)	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old</u> : When counting objects, understands that the last number counted represents the total <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
End of Preschool Standards – 60 months/5 years	
Rote counts to 20 and beyond by ones with increasing accuracy	<b>CM 10-1 Begins Counting</b> <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
Recognizes and names written numerals 0 -10	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K</u> : Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Subitizes to determine how many (recognizes small quantities immediately)	<b>CM 10-2 Builds and Observes Sets</b> <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 <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
Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)	<b>CM 10-1 Begins Counting</b> <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
Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old</u> : When counting objects, understands that the last number counted represents the total <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
Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted	<b>CM 10-1 Begins Counting</b> <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

Begins to write number symbols 0-10	<b>CM 10-4 Reads and Writes Numbers</b> <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
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	<b>CM 10-2 Builds and Observes Sets</b> <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
<b>Operations and Algebraic Thinking</b>	
<b>3 – 4 Years</b>	
Responds with number words and/or counting strategy, when asked the question, How many?	<b>CM 10-2 Builds and Observes Sets</b> <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 <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
Transitions from rote counting to 1:1 correspondence	<b>CM 10-1 Begins Counting</b> <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 <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Associates quantity with a number name or written numeral	<b>CM 10-4 Reads and Writes Numbers</b> <u>3-Year Old:</u> Can trace numbers: recognizes a few numbers in written form <u>Pre-K:</u> Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Counts using 1:1 correspondence with increasing accuracy	<b>CM 10-1 Begins Counting</b> <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 <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
Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers)	<b>CM 10-3 Learns Addition, Subtraction and Division</b> <u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total <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
Acts out and solves story problems using sets of up to ten objects	<b>CM 10-3 Learns Addition, Subtraction and Division</b>

	<p><u>3-Year Old:</u> When counting objects, understands that the last number counted represents the total</p> <p><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>
Geometry	
3 – 4 Years	
Recognizes and names/describes simple shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
Matches similar shapes	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
Explores three-dimensional and two-dimensional shapes in the environment	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated</p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><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</p>
Uses physical movement to gain understanding of orientation and directionality	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><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</p>
Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over)	<p><b>CM 12-2 Develops Spatial Awareness</b></p> <p><u>3-Year Old:</u> Understands conditional locations such as over/under, inside/outside, in front/behind</p> <p><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</p>
End of Preschool Standards – 60 months/5 years	
Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>
Discovers connections between formal geometric shapes and the surrounding environment	<p><b>CM 12-1 Learns Shapes &amp; Sizes</b></p> <p><u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry</p>

Combines materials to make three-dimensional and two-dimensional shapes	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Breaks down shapes into parts and wholes	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Initiates activities that indicate understanding of directionality	<b>CM 12-2 Develops Spatial Awareness</b> <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
Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated	<b>CM 12-2 Develops Spatial Awareness</b> <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
Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)	<b>CM 12-2 Develops Spatial Awareness</b> <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
Demonstrates or describes relative positions of objects, using words such as up, down, beside, over	<b>CM 12-2 Develops Spatial Awareness</b> <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
<b>Measurement and Data</b>	
<b>3 – 4 Years</b>	
Matches and groups similar objects	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty)	<b>CM 11-1 Learns Measurement and Quantities</b> <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, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) <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
Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason	<b>CS 13-2 Classifies or Sorts Objects</b> <u>3-Year Old:</u> Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Uses seriation as a strategy for organizing materials	<b>CM 11-2 Understands Patterns</b>

	<p><b>3-Year Old:</b> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><b>Pre-K:</b> 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>
Recognizes and duplicates simple patterns in the environment, including sound and movement patterns	<p><b>CM 11-2 Understands Patterns</b></p> <p><b>3-Year Old:</b> Can complete simple patterns, such as red-blue-red-blue-red-blue; can tell what comes next</p> <p><b>Pre-K:</b> 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>
Demonstrates an understanding of time periods (a short time /a long time, “five more minutes”, morning, afternoon, night)	<p><b>SS 16-2 Understands Time</b></p> <p><b>3-Year Old:</b> 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)</p> <p><b>Pre-K:</b> 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</p>
Relates concepts of past, present and future to daily activities	<p><b>SS 16-2 Understands Time</b></p> <p><b>3-Year Old:</b> 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)</p> <p><b>Pre-K:</b> 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</p>
Participates in data collection activities	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>3-Year Old:</b> 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, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><b>Pre-K:</b> 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</p>
Explores and begins to use measurement tools	<p><b>CM 11-1 Learns Measurement and Quantities</b></p> <p><b>3-Year Old:</b> 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, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)</p> <p><b>Pre-K:</b> 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</p>
End of Preschool Standards – 60 months/5 years	

Describes, sorts and classifies groups of objects using one or more attribute	<b>CS 13-2 Classifies or Sorts Objects</b> <u>Pre-K:</u> Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty)	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Begins to identify such words as “first”, “next”, and “last”	<b>CM 10-1 Begins Counting</b> <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
Uses discrete attributes to order and seriate materials	<b>CM 11-2 Understands Patterns</b> <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)
Recognizes, duplicates, creates, and extends simple patterns using objects	<b>CM 11-2 Understands Patterns</b> <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)
Uses past and future tenses and time words appropriately	<b>SS 16-2 Understands Time</b> <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
Begins to understand concepts such as yesterday, today, and tomorrow	<b>SS 16-2 Understands Time</b> <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
Responds to questions that can be answered through data analysis	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Represents data using simple charts and graphs (2-D or 3-D)	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Uses non-standard units of measurement to measure objects; notices similarities and differences	<b>CM 11-1 Learns Measurement and Quantities</b> <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
Connects measurement terms and concepts in everyday life	<b>CM 11-1 Learns Measurement and Quantities</b> <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
--	---

<b>Science</b>	
Physical Science	
3 – 4 Years	
Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <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</p>
Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects)	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <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</p>
Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <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</p>
End of Preschool Standards – 60 months/5 years	
Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object	<p><b>CS 13-1 Explores Objects</b>  <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration  <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</p>
Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push)	<p><b>CS 14-2 Makes Predictions</b>  <u>3-Year Old:</u> Makes simple predictions about what will happen next, such as during activities or when hearing a story  <u>Pre-K:</u> Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)</p>
Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)  <u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
Uses knowledge and skills learned through observation and exploration to create new and improved objects	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b>  <u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)</p>

or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed	<u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help
Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations	<b>LC 7-4 Expands Vocabulary</b> <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 <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)
Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster	<b>CS 14-1 Solves Problems</b> <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) <u>Pre-K:</u> Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
<b>Earth Science</b>	
<b>3 – 4 Years</b>	
Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Organizes weather related items (real objects or symbols) used in different weather conditions	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Makes simple observations about the sky and connects observations to what we do outside	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Begins to understand the relationship between litter and cleaning up the earth	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>

	<p><u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things</p> <p><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</p>
End of Preschool Standards – 60 months/5 years	
Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one)	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><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</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology	<p><b>CS 14-4 Draws Conclusions and Sorts Results</b></p> <p><u>3-Year Old:</u> Is able to draw conclusions about experiments (e.g., since the wood block floated, other wood blocks will float)</p> <p><u>Pre-K:</u> Can explain the results of an experiment and plan next steps; can sort experiment results into groups (e.g., works/doesn't work, sinks/floats); uses "if/then" and "cause/effect" reasoning, with or without adult help</p>
Asks questions and investigates the ways that weather can affect things that can be done outside	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain)	<p><b>CS 15-1 Explores the Natural Environment</b></p> <p><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</p> <p><u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.</p>
Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper)	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><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</p>
Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home	<p><b>CS 15-2 Develops an Understanding of and Care for the Natural World</b></p> <p><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</p>

Develops a sense of dangerous/severe weather in Maine	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
<b>Life Science</b>	
<b>3 – 4 Years</b>	
Uses senses to observe and describe properties of familiar plants and animals	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Compares properties and needs of similar and different life forms using increasingly advanced vocabulary	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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

Uses and names a variety of tools	<b>CS 13-1 Explores Objects</b> <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
End of Preschool Standards – 60 months/5 years	
Uses senses to observe and describe properties of familiar plants and animals	<b>CS 15-1 Explores the Natural Environment</b> <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 <u>Pre-K:</u> Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Observes and describes animals in his/her immediate environment to learn what they need to live	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing)	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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

With teacher support, creates drawings or models for possible solutions	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Compares tools or solutions and reflects on what works well	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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

<b>Social Studies</b>	
Civics and Government	
3 – 4 Years	
Displays awareness of role as a member of a group	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Knows that rules and laws are established by people	<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
Understands that people can take care of the environment through activities such as recycling	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
End of Preschool Standards – 60 months/5 years	
Understands the reasons for rules in the home and classroom and for laws in the community	<b>ATL 2-2 Shows Responsibility</b> <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

Understands and discusses why responsibilities are important	<b>SS 16-5 Learns about Government and Economics</b> <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
Displays awareness that rules and laws change	<b>SS 16-5 Learns about Government and Economics</b> <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
Participates in developing classroom rules and decisions	<b>ATL 2-2 Shows Responsibility</b> <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
Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
<b>Economics</b>	
<b>3 – 4 Years</b>	
Understands that an individual earns money through work	<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
Recognizes a variety of jobs	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services	<b>SS 16-5 Learns about Government and Economics</b> <u>3-Year Old:</u> Uses pretend money in games and play; pretends societal roles in play <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Explores and discusses differences between needs and wants	<b>SS 16-5 Learns about Government and Economics</b> <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

Understands individuals may have to wait before buying a good or service they want	<b>SS 16-5 Learns about Government and Economics</b> <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
<b>Geography</b>	
<b>3 – 4 Years</b>	
Recognizes that people share the environment with other people, animals, and plants	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <u>3-Year Old:</u> Can name different types of plants and animals; helps in school garden; show respect for living things <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
Recognizes various ways people communicate, travel, live, and work	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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
Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations	<b>SS 16-3 Explores Geography</b> <u>3-Year Old:</u> Learns about community places, such as home, school, park, etc. <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
<b>End of Preschool Standards – 60 months/5 years</b>	
Develops an understanding of the use and representation of simple maps, globes, and other geographic tools	<b>SS 16-3 Explores Geography</b> <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
Describes some physical features of the community	<b>SS 16-3 Explores Geography</b> <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
Recognizes that environmental changes can impact people, animals, and plants	<b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <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
Displays awareness that geographic features influence how people live and work in their community and in other geographic regions	<b>SS 16-3 Explores Geography</b> <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
<b>History</b>	
<b>3 – 4 Years</b>	

Uses words to describe time (i.e. yesterday, names of seasons, before)	<b>SS 16-2 Understands Time</b> <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) <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
Displays awareness of change in community	<b>SS 16-4 Learns about Community Roles and Jobs</b> <u>3-Year Old:</u> Learns about family roles and relationships <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
Develops awareness of diversity	<b>SS 16-1 Explores Cultures</b> <u>3-Year Old:</u> Learns about cultural differences, including clothing, food, art, and work <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work
End of Preschool Standards – 60 months/5 years	
Differentiates between past, present, and future	<b>SS 16-2 Understands Time</b> <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
Demonstrates a basic understanding of how things, people, and places change over time	<b>SS 16-2 Understands Time</b> <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
Recalls events that happened in the past, such as a family or personal history	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
Displays awareness of similarities and differences among individuals and families	<b>SS 16-1 Explores Cultures</b> <u>Pre-K:</u> Is learning that there are many different cultures and that people express culture in their dress, food, art, and work

**DISCLAIMER:**

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

[contact@lifecubby.me](mailto:contact@lifecubby.me)