

# 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:**  
Maryland Early Learning Standards Birth – 8 Years



## References



Maryland State Department of Education. (2009). Maryland State Department of Education Division of Early Childhood Development  
file:///C:/Users/Nancy/Desktop/Maryland%20Early%20Learning%20Standards.pdf

<b>Maryland Early Learning Standards for 3 and 4 year olds</b>	<b>Vine Assessments by LifeCubby</b>
<b>Personal and Social Development</b>	<b>Vine Indicators</b>
STANDARD: Demonstrates healthy self-confidence.	
Year 3	
A. Demonstrates Independence in a range of Routines and Tasks	
1. Begins to actively participate in classroom activities (e.g., answers questions or joins dramatic play).	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-4 Is Curious</b> <b>ATL 1-5 Shows Initiative</b>
2. Chooses where to play during center time	<b>ATL 1-5 Shows Initiative</b> <b>SED 4-1 Develops Awareness of Self</b>
B. Demonstrates Age-Appropriate Independence in Decision-Making	
1. Begins to independently select appropriate materials during specific activities (i.e. when presented with a painting project gets red and green paint).	<b>ATL 2-1 Understands Routines</b>
2. Recognizes the appropriate place for items (e.g., their assigned seat, rest spot, etc.).	<b>ATL 2-2 Shows Responsibility</b>
Year 4	
A. Demonstrated Independence in a range of Routines and Tasks	
1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity)	<b>ATL 1-3 Is Persistent</b> <b>ATL 1-4 Is Curious</b> <b>ATL 1-5 Shows Initiative</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next	<b>ATL 2-2 Shows Responsibility</b>
B. Demonstrates Age-Appropriate Independence in Decision-Making	
1. Shows interest in leading activities and taking responsibility during cleanup activities	<b>ATL 1-5 Shows Initiative</b> <b>ATL 2-2 Shows Responsibility</b>
2. Begins identifying when things are not put away in designated areas.	<b>ATL 1-5 Shows Initiative</b> <b>ATL 2-2 Shows Responsibility</b>
3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").	<b>ATL 2-2 Shows Responsibility</b>

Standard: Initiates and maintains relations	
Year 3	
A. Expresses, Understands, and Responds to Feelings/Emotions of Others	
1. Identifies basic feelings (e.g., sad, mad, happy).	<b>SED 3-1 Expresses Emotion</b> <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 4-1 Develops Awareness of Self</b>
2. Begins to express emotions through non-verbal cues with adult modeling and support (e.g., body language, facial expressions, crosses arms, and frowns).	<b>SED 3-1 Expresses Emotion</b> <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 4-1 Develops Awareness of Self</b> <b>SED 5-2 Learns from Adults</b> <b>SED 6-1 Builds Empathy</b>
3. Recognizes when someone needs help, but may not respond every time.	<b>SED 6-1 Builds Empathy</b> <b>SED 6-3 Cooperates with Peers</b> <b>SED 6-3 Cooperates with Peers</b>
B. Plays or Works with Others Cooperatively	
1. Plays alongside other children (e.g., dramatic play, block table).	<b>SED 6-2 Bonds with Peers</b> <b>SED 6-3 Cooperates with Peers</b>
2. Begins to understand the concept of sharing with adult modeling and support.	<b>SED 6-2 Bonds with Peers</b> <b>SED 6-3 Cooperates with Peers</b>
C. Recognizes Differences or Similarities Between Self as Compared to Others	
1. Begins to recognize differences or similarities between self as compared to others (e.g., children with disabilities, gender, hair color, etc.).	<b>SED 6-2 Bonds with Peers</b> <b>SED 6-1 Builds Empathy</b>
D. Shows Ability to Resolve Conflicts	
1. Accepts compromise when resolving conflicts if suggested by an adult (e.g., mom says, "Jackson, you can use that swing as soon as Sheila finishes her turn").	<b>SED 6-3 Cooperates with Peers</b> <b>SED 5-2 Learns from Adults</b>
2. Seeks adults' help in resolving a conflict (e.g., goes to dad and says, "Jacob took my truck!").	<b>SED 5-2 Learns from Adults</b>
3. Continues to learn simple alternatives to aggressive ways of dealing with conflicts (e.g., trades one object for a desired one).	<b>SED 6-3 Cooperates with Peers</b> <b>SED 5-2 Learns from Adults</b>
Year 4	
A. Expresses, Understands, and Responds to Feelings/Emotions of Others	
1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.	<b>SED 3-1 Expresses Emotion</b>

2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others	<b>SED 3-1 Expresses Emotion</b> <b>SED 6-1 Builds Empathy</b>
3. Seeks adult assistance for classmates who need	<b>SED 3-1 Expresses Emotion</b> <b>SED 6-1 Builds Empathy</b> <b>SED 6-3 Cooperates with Peers</b>
4. Shows concern for peers who are upset or hurt.	<b>SED 6-1 Builds Empathy</b>
<b>B. Plays or Works with Others Cooperatively</b>	
1. Has one or more special friendships.	<b>SED 6-2 Bonds with Peers</b>
2. Initiates interactions (e.g., talking, playing).	<b>ATL 1-5 Shows Initiative</b>
3. Shares materials and equipment with other children with adult modeling and support.	<b>ATL 2-1 Understands Routines</b> <b>ATL 2-2 Shows Responsibility</b> <b>SED 5-2 Learns from Adults</b>
<b>C. Recognizes Differences or Similarities Between Self as Compared to Others</b>	
1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).	<b>SED 4-1 Develops Awareness of Self</b>
2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?").	<b>SED 4-1 Develops Awareness of Self</b>
<b>D. Shows Ability to Resolve Conflicts</b>	
1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn).	<b>SED 3-1 Expresses Emotion</b> <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 5-2 Learns from Adults</b>
2. Seeks adult help when solving interpersonal conflicts.	<b>SED 5-1 Bonds with Adults</b>
3. Discusses possible solutions with peers with adult assistance.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

Standard: Self-regulation/inhibitory control.	
Year 3	
A. Control Impulses	
1. Occasionally avoids imitating the negative behaviors of peers with prompting from an adult.	<b>ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings &amp; Demonstrates Self-Control SED 5-2 Learns from Adults SED 6-3 Cooperates with Peers</b>
2. Developing the ability to control impulses during structured activities with adult support (e.g., resist the impulse to call out before raising hand during group time).	<b>ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings &amp; Demonstrates Self-Control SED 5-2 Learns from Adults SED 6-3 Cooperates with Peers</b>
3. May remind other children to control their impulses and follow rules when not able to do so oneself.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
4. May need to be reminded to stop a habitual action when it is not appropriate (e.g. continuing to go to the bathroom for paper towels even though they have been moved into the classroom).	<b>SED 5-2 Learns from Adults</b>
5. Can enjoy games like Red Light, Green Light that require waiting for signal to do something with adult support.	<b>LC 7-1 Develops Receptive Communication</b>
B. Resist Temptation	
1. Briefly able to wait for an object without grabbing. Can wait longer with adult support	<b>ATL 2-2 Shows Responsibility SED 3-2 Manages Feelings &amp; Demonstrates Self-Control SED 5-2 Learns from Adults SED 5-1 Bonds with Adults</b>
2. Can wait for a highly desired food or object with adult reminders (e.g., can wait to eat the cupcake in reach until the birthday song is complete)	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
3. Able to takes turns with preferred toys with prompting from an adult.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control SED 5-2 Learns from Adults SED 5-1 Bonds with Adults</b>
C. Refrains from Emotional Outbursts and Unsafe Behaviors	
1. Shows progress in resisting the impulse to harm self, others or property in difficult situations or conflicts and using language to express strong feelings instead (e.g., says, "I really, REALLY need that swing!"). May still fall apart under stress.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child	
1. Maintains focus on one activity for longer periods of time as long as the activity is age appropriate and of interest (e.g., can repeatedly solve and dump out a wooden puzzle, even with other children playing in the background).	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else	
1. Remains on task during an activity set by the teacher for short periods of time despite distractions though still may require prompting from an adult.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
2. Can return to an earlier task after an interruption, with adult reminders.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <b>SED 5-2 Learns from Adults</b>
<b>Year 4</b>	
<b>A. Control Impulses</b>	
1. Avoids imitating the negative behavior of peers with minimal prompting from adults.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
3. Can play the role of a teacher in game and monitor other children’s behavior and remind them to follow the rules.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 5-2 Learns from Adults</b> <b>SED 6-3 Cooperates with Peers</b>
4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 5-2 Learns from Adults</b> <b>SED 6-3 Cooperates with Peers</b>
5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.	<b>SED 6-3 Cooperates with Peers</b>
<b>B. Resist Temptation</b>	
1. Independently waits for an object without grabbing most of the time.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>
2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 6-3 Cooperates with Peers</b>

3. Can wait for a highly desired food or object, although may occasionally need reminders.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 6-3 Cooperates with Peers</b>
<b>C. Refrains from Emotional Outbursts and Unsafe Behaviors</b>	
1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.	<b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 5-2 Learns from Adults</b> <b>SED 6-3 Cooperates with Peers</b>
<b>D. Attentiveness— Resists Distraction to Maintain Focus on Tasks of Interest to the Child</b>	
1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-3 Is Persistent</b>
2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-3 Is Persistent</b> <b>ATL 1-5 Shows Initiative</b>
<b>E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else</b>	
1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-3 Is Persistent</b> <b>ATL 1-5 Shows Initiative</b>
2. May need a reminder to return to an earlier task after an interruption	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-3 Is Persistent</b> <b>ATL 1-5 Shows Initiative</b>

<b>Language and Literacy Development</b>	
Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a story is about).	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Key Ideas & Details	
RL2: With modeling and support, retell familiar stories/poems	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out)	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Key Ideas & Detail	
RL3: With modeling and support, identify characters, settings and major events in a story.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure</b>
Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	
Year 3	
Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	<b>LC 7-3 Develops Phonemic Awareness LC 7-4 Expands Vocabulary LC 7-5 Expands Grammar and Pronunciation</b>
Year 4	
A. Craft & Structure	
RL4: With modeling and support, answer questions about unknown words in stories and poems	<b>LC 7-3 Develops Phonemic Awareness LC 7-4 Expands Vocabulary</b>



Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to a variety of fiction and nonfiction materials).	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Craft & Structure	
RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Assess how point of view or purpose shapes the content and style of a text	Standard: Assess how point of view or purpose shapes the content and style of a text
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Craft & Structure	
RL6: With modeling and support, identify the role of author and illustrator.	<b>LKS 8-3 Develops Emergent Reading</b>
Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Integration of Knowledge & Ideas	
RL7: With modeling and support, tell how the illustrations support the story.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Analyze how two or more texts address similar themes or topics in order	

to build knowledge or to compare the approaches the authors take.	
Year 4	
A. Integration of Knowledge & Idea	
RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Read and comprehend complex literary and informational texts independently and proficiently.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a story is about).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Range of Reading and Level of Text Complexity	
RL10: Actively engage in group reading activities with purpose and understanding.	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-5 Shows Initiative</b>
Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make guesses about what a book is about).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Key Ideas & Details	
RI1: With modeling and support, answer questions about details in an informational text.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>

reading (e.g., point out familiar concepts by looking at pictures in a text).	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Key Ideas & Details	
RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., make up a story about a book).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Key Ideas & Details	
RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
Year 3	
Expand vocabulary and language usage (e.g., discover the meaning of new words from the context or pictures).	<b>LC 7-3 Develops Phonemic Awareness</b> <b>LC 7-5 Expands Grammar and Pronunciation</b> <b>LC 7-5 Expands Grammar and Pronunciation</b>
Year 4	
A. Craft & Structure	
RI4: With modeling and support, answer questions about unknown words in a text.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	
Year 3	
Develop comprehension by demonstrating understanding of text during and after	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b>

reading (e.g., listen to a variety of fiction and nonfiction materials)	<b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Craft & Structure	
RI5: With modeling and support identify the front cover, and back cover of a book.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
Standard: Assess how point of view or purpose shapes the content and style of a text.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., listen to and discuss a variety of books).	<b>ATL 1-2 Develops Memory ATL 1-6 Thinks with Creativity &amp; Flexibility LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Craft & Structure	
RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading SS 16-4 Learns about Community Roles and Jobs</b>
Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., point out familiar concepts by looking at pictures in a text).	<b>ATL 1-2 Develops Memory ATL 1-6 Thinks with Creativity &amp; Flexibility LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Integration of Knowledge and Ideas	
RI7: With modeling and support, tell how the illustrations/photographs support the text	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading SS 16-4 Learns about Community Roles and Jobs</b>
Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., ask and answer questions about a book).	<b>ATL 1-2 Develops Memory ATL 1-6 Thinks with Creativity &amp; Flexibility LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>

Year 4	
A. Integration of Knowledge and Ideas	
RI8: With modeling and support identify the reasons an author gives to support points in a text.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
Year 4	
A. Integration of Knowledge and Ideas	
RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Read and comprehend complex literary and informational texts independently and proficiently.	
Year 3	
Develop comprehension by demonstrating understanding of text during and after reading (e.g., makes guesses about what a book is about).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Range of Reading and Level of Text Complexity	
RI10: Actively engage in group reading activities with purpose and understanding.	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-5 Shows Initiative</b>
Standard: RF1 Demonstrate understanding of the organization and basic features of print.	
Year 3	
Recognize that symbols have corresponding meaning (e.g., sing the alphabet song, pointing to the letters).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Year 4	
A. Print Concepts	
RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
RF1.b: Recognize that spoken words can be written and read.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>

RF1.c: Understand that words are separated by spaces in print.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
RF1.d: Recognize and name some upper and lowercase letters of the alphabet.	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Year 3	
Develop phonological awareness by becoming aware of the sounds of spoken language (e.g., begin to supply rhyming words in a familiar poem or song, draw attention to parts of words such as syllables by moving or clapping).	<b>LC 7-3 Develops Phonemic Awareness</b>
Year 4	
A. Phonological Awareness	
RF2.a: Recognize rhyming words in spoken language.	<b>LC 7-3 Develops Phonemic Awareness</b>
RF2.b: Identify and isolate individual words in a spoken sentence.	<b>LC 7-3 Develops Phonemic Awareness</b>
RF2.c: Count, pronounce, blend, and segment syllables in spoken words.	<b>LC 7-3 Develops Phonemic Awareness</b>
RF2.d: Blend and segment onsets and rimes of single syllable spoken words.	<b>LC 7-3 Develops Phonemic Awareness</b>
RF2.e: Isolate and pronounce the initial sound in spoken words.	<b>LC 7-3 Develops Phonemic Awareness</b>
RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words.	<b>LC 7-3 Develops Phonemic Awareness</b>
Standard: Know and apply grade- level phonics and word analysis skills in decoding words.	
Year 3	
Recognize that symbols have corresponding meaning (e.g., look for and identify familiar logos or signs, find own name card on a carpet square and sit there).	<b>ATL 1-2 Develops Memory</b> <b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Year 4	
A. Phonics & Word Recognition	
RF3.a: Recognize that words are made up of letters and their sounds.	<b>LC 7-3 Develops Phonemic Awareness</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b>

RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.	<b>LC 7-3 Develops Phonemic Awareness</b> <b>LKS 8-2 Develops Alphabetic Knowledge</b>
RF3.c: Recognize name in print as well as some environmental print (symbols/words).	<b>LKS 8-3 Develops Emergent Reading</b>
Standard: Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.	
Year 3	
Begin to develop fluency by imitative reading (e.g., listen to models of fluent reading, ask to reread a favorite story, remembering the funny ending and telling it as you start to read).	<b>LKS 8-3 Develops Emergent Reading</b>
Year 4	
A. Fluency	
RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b>
Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
Year 3	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say)	<b>LKS 9-1 Develops Emergent Writing</b>
Year 4	
A. Text Types and Purposes	
W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.	<b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b> <b>LKS 9-1 Develops Emergent Writing</b>
Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	



Year 3	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., pretend to take your order while playing restaurant by scribbling on a pad with a pencil).	<b>LKS 9-1 Develops Emergent Writing</b>
Year 4	
A. Text Types and Purposes	
W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing</b>
Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
Year 3	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., make a picture of self with lines coming out of the bottom and sides of a circle).	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing</b>
Year 4	
A. Text Types & Purposes	
W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing</b>
Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	
Year 4	
A. Production and Distribution of Writing	
W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing</b>
Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	



Year 3	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., show a friend his picture on a wall).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b> <b>LKS 9-1 Develops Emergent Writing</b>
Year 4	
A. Production and Distribution of Writing	
W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b>
Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	
Year 4	
A. Research to Build and Present Knowledge	
W7: Participate in shared research and shared writing projects.	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>LKS 8-1 Develops Early Literacy</b> <b>LKS 8-3 Develops Emergent Reading</b> <b>LKS 9-1 Develops Emergent Writing</b>
Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
Year 4	
A. Research to Build and Present Knowledge	
W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question	<b>ATL 1-2 Develops Memory</b>
Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	
Year 3	
Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a	<b>LC 7-6 Learns Conversation Structure</b>

friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).	
Year 4	
A. Comprehension and Collaboration	
SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.	<b>LC 7-6 Learns Conversation Structure</b>
SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).	<b>SED 6-3 Cooperates with Peers</b> <b>LC 7-1 Develops Receptive Communication</b>
SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.	<b>LC 7-6 Learns Conversation Structure</b>
Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
Year 3	
Demonstrate active listening skills (e.g., ask questions about what has been heard).	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-2 Develops Memory</b> <b>LC 7-6 Learns Conversation Structure</b>
Year 4	
A. Comprehension and Collaboration	
SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-2 Develops Memory</b> <b>LC 7-6 Learns Conversation Structure</b>
Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Year 3	
Show understanding and respond to simple directions and requests (e.g., begin to ask "how" and "why" questions).	<b>LC 7-6 Learns Conversation Structure</b>
Year 4	
A. Comprehension and Collaboration	
SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>LC 7-6 Learns Conversation Structure</b> <b>ATL 1-4 Is Curious</b>
Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning	

and the organization, development, and style are appropriate to task, purpose, and audience.	
Year 3	
Demonstrate active listening skills (e.g., retell, and relate to what has been heard).	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-2 Develops Memory</b> <b>LC 7-6 Learns Conversation Structure</b>
Year 4	
A. Presentation of Knowledge and Ideas	
SL4: Describe familiar people, places, things, and events with modeling and support	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-2 Develops Memory</b> <b>LC 7-6 Learns Conversation Structure</b>
Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
Year 3	
Use writing utensils for scribble and drawings (e.g., begin to draw representations of people and objects).	<b>LKS 9-1 Develops Emergent Writing</b>
Year 4	
A. Presentation of Knowledge and Ideas	
SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	<b>LKS 9-1 Develops Emergent Writing</b>
Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	
Year 3	
Use more conventions of speech when speaking (e.g., not pronounce all of his words correctly, but be easily understood most of the time).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
Year 4	
A. Presentation of Knowledge and Ideas	
SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	<b>LC 7-5 Expands Grammar and Pronunciation</b> <b>LC 7-6 Learns Conversation Structure</b> <b>LKS 8-1 Develops Early Literacy</b>
Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
Year 3	
Use more conventions of speech when speaking (e.g., use 's' at the end of plurals and 'ed' for past tense, use plurals,	<b>LC 7-5 Expands Grammar and Pronunciation</b> <b>LC 7-6 Learns Conversation Structure</b> <b>LKS 8-1 Develops Early Literacy</b>

pronouns and possessive words such as “my” and “his”)	
<b>Year 4</b>	
<b>A. Conventions of Standard English</b>	
L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).	<b>LC 7-5 Expands Grammar and Pronunciation LC 7-6 Learns Conversation Structure LKS 8-1 Develops Early Literacy</b>
L1.a: Print upper and lowercase letters in first name.	<b>LKS 9-1 Develops Emergent Writing</b>
L1.b: Use frequently occurring nouns and verbs.	<b>LC 7-4 Expands Vocabulary</b>
L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how)	<b>LC 7-2 Develops Expressive Communication LC 7-4 Expands Vocabulary</b>
L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>LC 7-5 Expands Grammar and Pronunciation</b>
L1.f: Produce complete sentences in shared language activities	<b>LC 7-2 Develops Expressive Communication</b>
<b>Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b>	
<b>Year 3</b>	
Begin to develop writing skills by recognizing that drawings, paintings and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).	<b>LKS 9-1 Develops Emergent Writing</b>
<b>Year 4</b>	
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
L2.a Recognize that their name begins with a capital letter.	<b>LC 7-5 Expands Grammar and Pronunciation</b>
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point).	<b>LC 7-5 Expands Grammar and Pronunciation</b>

L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	<b>LKS 9-1 Develops Emergent Writing</b>
L2.d Develop fine motor skills necessary to control and sustain handwriting.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
Year 3	
Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	<b>LC 7-4 Expands Vocabulary</b>
Year 4	
A. Vocabulary Acquisition and Use	
L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content.	<b>LC 7-4 Expands Vocabulary</b>
Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Year 4	
L5: With modeling and support from adults, explore word relationships and nuances in word meanings.	<b>LC 7-4 Expands Vocabulary</b>
L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	<b>LC 7-4 Expands Vocabulary</b>
L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<b>LC 7-4 Expands Vocabulary</b>
L5.c: Identify real-life connections between words and their use (e.g., note objects in classroom that are small).	<b>LC 7-4 Expands Vocabulary</b>
Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;	

demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
Year 3	
Expand vocabulary and language usage (e.g., use words to describe the purpose and function of objects, learn the names of new objects).	<b>LC 7-4 Expands Vocabulary</b>
Year 4	
L6: Use words and phrases acquired through conversation, being read to, and responding to text.	<b>ATL 1-1 Is Attentive ATL 1-2 Develops Memory LC 7-4 Expands Vocabulary LC 7-6 Learns Conversation Structure</b>

<b>Cognition and General Knowledge</b>	
<b>Mathematics</b>	
Standard: Know number names and the count sequence	
Year 3	
2. Identify, copy, and extend non-numeric patterns	
Show beginning interest in numerals and counting (e.g., recognize and name the numerals in a counting book).	<b>CM 10-1 Begins Counting CM 10-4 Reads and Writes Numbers CM 11-2 Understands Patterns</b>
Year 4	
A. Know Number Names and the Count Sequence	
PK.CC.1: Count verbally to ten by ones.	<b>CM 10-1 Begins Counting</b>
PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.	<b>CM 10-1 Begins Counting CM 11-2 Understands Patterns</b>
PK.CC.3: Identify written numerals 010.	<b>CM 10-1 Begins Counting CM 10-4 Reads and Writes Numbers</b>
Standard: Count to tell the number of objects.	
Year 3	
Show beginning interest in numerals and counting (e.g., proudly show that he can count three objects, count the name cards to see if there is room for him in a given play center where only four children may play at a time).	<b>SED 4-2 Becomes Confident CM 10-1 Begins Counting</b>

<b>Year 4</b>	
<b>A. Count to Tell the Number of Objects</b>	
PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.	<b>CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets</b>
PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.	<b>CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets CM 10-3 Learns Addition, Subtraction and Division</b>
PK.CC.4b: Recognize that the last number name said tells the number of objects counted.	<b>CM 10-1 Begins Counting CM 10-3 Learns Addition, Subtraction and Division</b>
PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.	<b>CM 10-1 Begins Counting CM 10-3 Learns Addition, Subtraction and Division</b>
PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).	<b>CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets CM 10-3 Learns Addition, Subtraction and Division</b>
PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).	<b>CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets CM 10-3 Learns Addition, Subtraction and Division</b>
<b>A. Compare Quantities</b>	
PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies). (Include groups with up to five objects).	<b>CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</b>	
<b>Year 3</b>	
Show interest in quantity, measuring and number relationships (e.g., sing “Five Little Monkeys jumping on the Bed” and know that the next number is one less than the one before).	<b>CM 11-2 Understands Patterns CM 10-1 Begins Counting CM 10-2 Builds and Observes Sets CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Year 4</b>	
<b>A. Understand Addition as Putting Together and Adding to, and Understand</b>	

Subtraction as Taking Apart and Taking From	
PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> , sounds (e.g., claps), acting out situations, or verbal explanations (up to five).	<b>CM 10-1 Begins Counting</b> <b>CM 10-3 Learns Addition, Subtraction and Division</b>
PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings)	<b>CM 10-1 Begins Counting</b> <b>CM 10-3 Learns Addition, Subtraction and Division</b>
PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.	<b>CM 10-1 Begins Counting</b> <b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Standard: Work with numbers to gain foundations for place value.</b>	
<b>Year 4</b>	
<b>A. Work with Numbers 0-10 to Gain Foundations for Place Value</b>	
PK.NBT.1: Investigate the relationship between ten ones and ten.	<b>CM 10-1 Begins Counting</b> <b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Standard: Describe and compare measureable attributes.</b>	
<b>Year 3</b>	
Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other, tell a friend that he is taller than the tower he has built).	<b>CM 10-1 Begins Counting</b> <b>CM 10-3 Learns Addition, Subtraction and Division</b>
<b>Year 4</b>	
<b>A. Describe and Compare Measureable Attributes</b>	
PK.MD.1: Describe measurable attributes of objects, such as length or weight.	<b>CM 11-1 Learns Measurement and Quantities</b>
PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.	<b>CM 11-1 Learns Measurement and Quantities</b>
<b>A. Sort Objects into Categories and Compare Quantities</b>	
PK.MD.3: Sort objects into self selected and given categories.	<b>CM 11-2 Understands Patterns</b>
PK.MD.4: Compare categories using words such as more or same.	<b>CM 11-1 Learns Measurement and Quantities</b>



Standard: Identify and describe shapes/reason with shapes and their attributes.	
Year 3	
Show beginning interest in geometry (e.g., make symmetrical designs with shape blocks, find examples of shapes in the environment).	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
Year 4	
A. Identify and Describe TwoDimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)	
PK.G.1: Match like (congruent and similar) shapes.	<b>CM 11-2 Understands Patterns</b>
PK.G.2: Group the shapes by attributes	<b>CM 11-2 Understands Patterns</b>
A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking	
PK.G.3: Match and sort three dimensional shapes	<b>CM 11-2 Understands Patterns</b>
PK.G.4: Describe three-dimensional objects using attributes.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.	<b>CM 12-1 Learns Shapes &amp; Sizes</b>
<b>Science</b>	
Standard: Students will demonstrate the thinking and acting inherent in the practice of science	
Age 3	
Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects (e.g., ask questions about everything he sees, put the modeling clay in water to see what happens).	<b>CS 13-1 Explores Objects</b> <b>CS 13-2 Classifies or Sorts Objects</b> <b>CS 15-1 Explores the Natural Environment</b>
Seek information through observation, exploration and descriptive investigations with simple science tools (e.g., ask lots of “why” questions, use tools such as magnifying glass, balance scale and measuring cups for investigation, guess that a nut is inside an acorn, and A confirm that prediction by breaking, with assistance, the acorn to find out).	<b>LC 7-2 Develops Expressive Communication</b> <b>LC 7-6 Learns Conversation Structure</b> <b>CS 13-1 Explores Objects</b> <b>CS 15-1 Explores the Natural Environment</b>

Use more advanced problem solving skills, testing his understanding and ideas in real situations (e.g., get a toy broom and use the handle to get a ball out from under a shelf where it has rolled).	<b>CS 14-1 Solves Problems</b>
Show interest in quantity, measuring and number relationships (e.g., fill a balance scale with beads, making one side go down, then the other). ask	<b>CM 11-1 Learns Measurement and Quantities</b>
Show interest in concepts such as matching and sorting according to a single criteria (e.g., help to put away the utensils, matching the large spoons with the other large spoons)	<b>CM 11-2 Understands Patterns</b> <b>CM 12-1 Learns Shapes &amp; Sizes</b> <b>CS 13-1 Explores Objects</b> <b>CS 13-2 Classifies or Sorts Objects</b>
Use prior knowledge and imagination to think through what he wants to play (e.g., use the blocks as garages and houses that the cars and trucks drive to, use the Unifix Cubes with several friends to try to make a rod that reaches across the room).	<b>ATL 1-6 Thinks with Creativity &amp; Flexibility</b> <b>SED 4-1 Develops Awareness of Self</b>
<b>Age 4</b>	
<b>A. Constructing Knowledge</b>	
1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.	<b>LC 7-2 Develops Expressive Communication</b> <b>LC 7-6 Learns Conversation Structure</b> <b>CS 13-1 Explores Objects</b> <b>CS 15-1 Explores the Natural Environment</b>
<b>B. Applying Evidence and Reasoning</b>	
1. People are more likely to believe your ideas if you can give good reasons for them.	<b>LC 7-2 Develops Expressive Communication</b>
<b>C. Communicating Scientific Information</b>	
1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.	<b>LC 7-6 Learns Conversation Structure</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b>
<b>D. Technology</b>	
1. Design and make things with simple tools and a variety of materials.	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
2. Practice identifying the parts of things and how one part connects to and affects another.	<b>CS 13-1 Explores Objects</b>

3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.	<b>CS 13-1 Explores Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b>
Standard: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time	
Year 4	
A. Materials and Processes That Shape A Planet	
B. Earth History	
C. Plate Tectonics	
D. Astronomy	
E. Interactions of Hydrosphere and Atmosphere	
2. Describe the weather using observations.	<b>LC 7-2 Develops Expressive Communication</b>
A. Diversity of Life	
1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.	<b>CS 13-1 Explores Objects</b> <b>CS 13-2 Classifies or Sorts Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b> <b>CS 15-1 Explores the Natural Environment</b> <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
B. Cells	
C. Genetics	
1. Observe, describe and compare different kinds of animals and their offspring	<b>CS 13-1 Explores Objects</b> <b>CS 13-2 Classifies or Sorts Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b> <b>CS 15-1 Explores the Natural Environment</b> <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
D. Evolution	<b>CS 15-1 Explores the Natural Environment</b>
E. Flow of Matter and Energy	<b>CS 15-1 Explores the Natural Environment</b>
F. Ecology	<b>CS 15-1 Explores the Natural Environment</b>
Standard: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.	
Year 3	
Use scientific thinking as well as his senses to discover the world around him, and make comparisons between objects	<b>CS 13-1 Explores Objects</b> <b>CS 13-2 Classifies or Sorts Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b>

(e.g., watch the fish and tell that he likes the biggest one best).	<b>CS 15-1 Explores the Natural Environment</b> <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b>
<b>Year 4</b>	
<b>A. Structures of Matter</b>	
1. Use evidence from investigations to describe the observable properties of a variety of objects	<b>LC 7-2 Develops Expressive Communication</b> <b>CS 13-1 Explores Objects</b>
<b>B. Conservation of Matter</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>C. States of Matter</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>D. Physical and Chemical Changes</b>	<b>CS 15-1 Explores the Natural Environment</b>
Standard: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.	
<b>Year 4</b>	
<b>A. Mechanics</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>B. Thermodynamics</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>C. Electricity and Magnetism</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>D. Wave Interactions</b>	<b>CS 15-1 Explores the Natural Environment</b>
Standard: Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective	
<b>Year 4</b>	
<b>A. Natural Resources and Human Needs</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>B. Environmental Issues</b>	<b>CS 15-1 Explores the Natural Environment</b>
<b>Social Studies</b>	
Standard: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.	
<b>Year 3</b>	
Have beginning understanding of consequences when following routines and recreating familiar events (e.g., try to follow the rules of a simple board game and become frustrated when not understanding why something has changed, help to clean up, saying, "We are a team").	<b>ATL 2-1 Understands Routines</b>
Have increased self-regulation, following classroom rules and routines and guidance (e.g., manage transitions	<b>ATL 2-1 Understands Routines</b> <b>ATL 2-2 Shows Responsibility</b> <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b>

between activities with a few reminders, use classroom materials respectfully).	
Imitate and try to please familiar adults (e.g., pick up own trash after seeing the task modeled by a caregiver, pretend to wash the dishes and put them away in places where the teacher has shown where they belong)	<b>ATL 2-2 Shows Responsibility</b> <b>SED 5-1 Bonds with Adults</b> <b>SED 5-2 Learns from Adults</b>
<b>Year 4</b>	
<b>A. The Foundations and Function of Government</b>	
1. Identify the importance of rules	<b>SS 16-4 Learns about Community Roles and Jobs</b> <b>SS 16-5 Learns about Government and Economics</b>
2. Identify symbols and practices associated with the United States of America.	<b>SS 16-1 Explores Cultures</b> <b>ATL 1-2 Develops Memory</b>
<b>B. Individual and Group Participation in the Political System</b>	
1. Recognize people important to the American political system.	<b>SS 16-5 Learns about Government and Economics</b>
<b>C. Protecting Rights and Maintaining Order</b>	
1. Identify the roles, rights, and responsibilities of being a member of the family and school.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
Standard: Students will understand how people in Maryland, the United States and around the world are alike and different.	
<b>Year 3</b>	
Be able to better understand the feelings of other children (e.g., share a toy car with a child who cries because of not having one, watch other children to see how they react).	<b>SED 3-1 Expresses Emotion</b> <b>SED 3-2 Manages Feelings &amp; Demonstrates Self-Control</b> <b>SED 4-1 Develops Awareness of Self</b>
Participate, with help, in the group life of the class (e.g., help to clean up after hearing the signal and being encouraged by you, join in group games such as playing "Farmer in the Dell").	<b>ATL 1-1 Is Attentive</b> <b>ATL 1-5 Shows Initiative</b>
<b>Year 4</b>	
<b>A. Elements of Culture</b>	
1. Identify themselves as individuals and members of families that have the same human needs as others	<b>SED 4-1 Develops Awareness of Self</b> <b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>B. Cultural Diffusion</b>	
<b>C. Conflict and Compromise</b>	

1. Identify how groups of people interact.	<b>SED 4-1 Develops Awareness of Self</b> <b>SS 16-4 Learns about Community Roles and Jobs</b>
Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities.	
Year 4	
A. Using Geographic Tools	
1. Recognize that a globe and maps are used to help people locate places.	<b>SS 16-3 Explores Geography</b>
B. Geographic Characteristics of Places and Region	
1. Recognize that places in the immediate environment have specific physical and human-made features	<b>SS 16-3 Explores Geography</b>
C. Movement of People, Goods and Ideas	
1. Identify the role of transportation in the community.	<b>SS 16-4 Learns about Community Roles and Jobs</b>
D. Modifying and Adapting to the Environment	
1. Describe how people adapt to their immediate environment.	<b>SS 16-3 Explores Geography</b>
Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.	
A. Scarcity and Economic Decision Making	
1. Recognize that people have to make choices because of unlimited economic wants.	<b>SS 16-5 Learns about Government and Economics</b> <b>SS 16-1 Explores Cultures</b>
2. Identify that materials/resources are used to make products.	<b>SS 16-3 Explores Geography</b>
3. Explain how technology affects the way people live, work, and play.	<b>CS 13-3 Learns Using Technology</b>
B. Economic Systems and the Role of Government in the Economy	
1. Identify types of local markets	<b>SS 16-3 Explores Geography</b>
2. Identify how goods are acquired	<b>SS 16-5 Learns about Government and Economics</b> <b>SS 16-1 Explores Cultures</b>
Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.	

Year 4	
A. Change Over Time	
1. Distinguish among past, present, and future time.	<b>SS 16-2 Understands Time</b>
Standard: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.	
Year 4	
A. Learn to Read and Construct Meaning about Social Studies	
1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.	<b>LC 7-4 Expands Vocabulary</b>
2. Use strategies to prepare for reading (before reading.)	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
4. Use strategies to demonstrate understanding of the text (after reading).	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
B. Learn to Write and Communicate Social Studies Understandings	
1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading LKS 9-1 Develops Emergent Writing</b>
2. Locate, retrieve, and use information from various sources to accomplish a purpose.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading ATL 1-2 Develops Memory</b>
C. Ask Social Studies Questions	
1. Identify a topic that requires further study.	<b>CS 14-1 Solves Problems</b>
2. Identify a situation or problem that requires study.	<b>CS 14-1 Solves Problems</b>
D. Acquire Social Studies Information	
1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied.	<b>CS 14-1 Solves Problems</b>
2. Engage in field work that relates to the topic/ situation/ problem being studied.	<b>CS 14-1 Solves Problems</b>
E. Organize Social Studies Information	



1. Organize information from non-print sources.	<b>CS 14-1 Solves Problems</b>
2. Organize information from print sources.	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
<b>F. Analyze Social Studies Information</b>	
1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines	<b>LKS 8-1 Develops Early Literacy LKS 8-3 Develops Emergent Reading</b>
<b>G. Answer Social Studies Questions</b>	<b>ATL 1-2 Develops Memory</b>
1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources	<b>ATL 1-2 Develops Memory</b>
<b>Fine Arts - Music</b>	
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music	
<b>Year Three</b>	
Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., wait until you point to his group to play the jingle bells during the song, after the woods and triangles have had their solos).	<b>CCA 21-2 Explores Music</b>
<b>Year 4</b>	
1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment	<b>CCA 21-2 Explores Music</b>
2. Experience performance through singing, playing instruments, and listening to performances of others.	<b>CCA 21-2 Explores Music</b>
3. Respond to music through movement	<b>CCA 21-3 Explores Movement and Dance</b>
Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience	
<b>Year Four</b>	
1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.	<b>CCA 21-2 Explores Music. CCA 21-1 Explores Art Media</b>
2. Become acquainted with the roles of music in the lives of people	<b>CCA 21-2 Explores Music</b>



3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines	<b>CCA 21-2 Explores Music</b>
4. Develop knowledge of a wide variety of styles and genres through the study of music history	<b>CCA 21-2 Explores Music</b>
Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively.	
Year 4	
1. Develop confidence in the ability to improvise music through experimentation with sound	<b>CCA 21-2 Explores Music</b>
2. Investigate composing music through experimentation with sound and the tools of composition.	<b>CCA 21-2 Explores Music</b>
Standard: Students will demonstrate the ability to make aesthetic judgments.	
Year 4	
1. Express preferences about selected musical compositions	<b>CCA 21-2 Explores Music</b>
<b>Fine Arts - Visual Arts</b>	
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.	
Year 3	
Develop finger skills through many forms of play (e.g., make a snowman out of play dough after watching an older child make balls and put them together and practice using scissors to cut out shapes, but be unable to stay on the lines).	<b>CCA 21-1 Explores Art Media</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Year 4	
1. Identify, describe, and interpret observed form	<b>CCA 21-1 Explores Art Media</b>
2. Identify and compare ways in which selected artworks represent what people see, feel, know, and imagine	<b>CCA 21-1 Explores Art Media</b>
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	<b>CCA 21-1 Explores Art Media</b>
Standard: Students will demonstrate an understanding of visual arts as an	

essential aspect of history and human experience.	
Year 4	
1. Determine ways in which works of art express ideas about self, other people, places, and events.	<b>CCA 21-1 Explores Art Media</b>
2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information	<b>CCA 21-1 Explores Art Media</b>
3. Differentiate among works by artists representative of different cultures	<b>CCA 21-1 Explores Art Media</b>
4. Describe the processes used to interpret and express ideas in the visual arts and other disciplines	<b>CCA 21-1 Explores Art Media</b>
Standard: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art	
Year 4	
1. Create images and forms from observation, memory, imagination, and feelings	<b>CCA 21-1 Explores Art Media</b>
2. Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel	<b>CCA 21-1 Explores Art Media</b>
Standard: Students will demonstrate the ability to make aesthetic judgments.	
Year 4	
1. Develop and apply criteria to analyze personally created artworks and the artworks of others.	<b>CCA 21-1 Explores Art Media</b>
<b>Fine Arts - Theatre</b>	
Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.	
Year 3	
Explore more complex situations and concepts beginning to understand some people's jobs, and care for the environment (e.g., pretend to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out).	<b>SED 6-3 Cooperates with Peers</b> <b>CS 13-1 Explores Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b> <b>CS 15-1 Explores the Natural Environment</b> <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <b>SS 16-1 Explores Cultures</b>

	<b>SS 16-4 Learns about Community Roles and Jobs</b>
<b>Year 4</b>	
1. Describe ways that theatre depicts themes and stories.	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances	<b>CCA 21-4 Participates in Dramatic Play</b>
Standard: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.	
<b>Year 4</b>	
1. Express a range of responses to a variety of stimuli	<b>CCA 21-2 Explores Music</b>
2. Demonstrate knowledge of theatrical conventions as performers and as an audience	<b>CCA 21-4 Participates in Dramatic Play</b>
Standard: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations	
<b>Year Three</b>	
Use prior knowledge and imagination to think through what he wants to play (e.g., decide in advance who will be the dad and who will be the son in the dramatic play areas and take turns playing teacher, acting out circle time routines with a friend, talking first about what they each will do).	<b>CCA 21-4 Participates in Dramatic Play</b>
<b>Year 4</b>	
1. Use a variety of theatrical elements to communicate ideas and feelings	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations	<b>CCA 21-4 Participates in Dramatic Play</b>
Standard: Students will demonstrate the ability to make aesthetic judgments	
<b>Year 4</b>	
1. Identify, describe, and apply criteria to assess individual and group theatre processes	<b>CCA 21-4 Participates in Dramatic Play</b>
2. Identify, describe, and apply criteria to assess dramatic texts and other literature of the theatre	<b>LKS 8-1 Develops Early Literacy</b> <b>CCA 21-4 Participates in Dramatic Play</b>
<b>Fine Arts – Dance</b>	

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance	
Year 3	
Explore more complex situations and concepts, beginning to understand some people's jobs, and care for the environment (e.g., show a finger play that he learned to a friend, then make up hand motions to go with a new song).	<b>SED 5-1 Bonds with Adults</b> <b>SED 5-2 Learns from Adults</b> <b>SED 6-3 Cooperates with Peers</b> <b>CS 13-1 Explores Objects</b> <b>CS 14-4 Draws Conclusions and Sorts Results</b> <b>CS 15-1 Explores the Natural Environment</b> <b>CS 15-2 Develops an Understanding of and Care for the Natural World</b> <b>SS 16-1 Explores Cultures</b> <b>SS 16-4 Learns about Community Roles and Jobs</b>
Year 4	
1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	<b>CCA 21-3 Explores Movement and Dance</b>
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	<b>CCA 21-3 Explores Movement and Dance</b>
3. Respond to dance through observation, experience, and analysis	<b>CCA 21-3 Explores Movement and Dance</b>
Standard: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.	
Year 4	
1. Demonstrate knowledge of dances from a variety of cultures.	<b>SS 16-1 Explores Cultures</b>
2. Relate dance to history, society, and personal experience	<b>SS 16-1 Explores Cultures.</b> <b>CCA 21-3 Explores Movement and Dance</b>
3. Demonstrate understanding of the relationships between and among dance and other content areas	<b>SS 16-1 Explores Cultures.</b> <b>CCA 21-3 Explores Movement and Dance</b>
Standard: Students will demonstrate the ability to create and perform dance.	
Year 4	
1. Develop the ability to improvise dance	<b>CCA 21-3 Explores Movement and Dance</b>
2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.	<b>CCA 21-3 Explores Movement and Dance</b>
3. Develop knowledge and execution of performance competencies in dance.	<b>CCA 21-3 Explores Movement and Dance</b>
Standard: Students will demonstrate the ability to make aesthetic judgments in dance.	

Year 4	
1. Identify and apply criteria to evaluate choreography and performance	<b>CCA 21-3 Explores Movement and Dance</b>

<b>Physical Development and Health</b>	
<b>Physical Education</b>	
Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills	
3 Years	
Move with confidence and stability, coordinating movements to accomplish simple tasks. (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels).	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
4 Years	
A. Fundamental Movement	
1. Show fundamental movement skills	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b> <b>PMP 19-1 Develops Meal Time Independence</b>
B. Creative Movement	
1. Show creative movement	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b> <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
C. Skill Themes	
1. Show Skill Themes	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b> <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b>
Standard - Students will demonstrate an ability to use the principles of biomechanics to generate and control	

force to improve their movement effectiveness and safety	
Three Years	
Move with confidence and stability, coordinating movements to accomplish simple tasks (e.g., go over, under, around through on an obstacle course and easily use riding toys, such as tricycles and Big Wheels)	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-4 Develops Gross Hand-Eye Coordination</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Four Years	
A. Effects on Objects	
1. Identify ways that people and objects move.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
B. Balance	
1. Identify balance through movement	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b>
Standard - Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.	
Year Four	
A. Appropriate Practices	
1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.	<b>PMP 17-1 Develops Perception &amp; Balance</b> <b>PMP 17-2 Develops Lower Body Strength</b> <b>PMP 17-3 Develops Upper Body Strength</b> <b>PMP 17-5 Develops Large Motor Coordination Skills</b> <b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b> <b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b>
B. Corrective Feedback	
1. Identify the importance of corrective feedback on performance	<b>PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills</b> <b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <b>PMP 19-1 Develops Meal Time Independence</b>
Standard- Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that	

contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks	
Year 4	
A. Effects of Physical Activity on the Body	
1. Identify the effects of physical activity on the body systems	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
B. FITT Guidelines	
C. Components of Fitness	
1. Identify the components of physical fitness	<b>PMP 17-1 Develops Perception &amp; Balance PMP 17-2 Develops Lower Body Strength PMP 17-3 Develops Upper Body Strength PMP 17-5 Develops Large Motor Coordination Skills PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times PMP 18-1 Develops Dexterity and In-Hand Manipulation Skills PMP 18-2 Develops Fine Hand-Eye Coordination</b>
D. Benefits of Physical Activity	
1. Recognize the benefits of physical activity.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
E. Nutrition and Physical Activity	
1. Recognize the relationship between nutrition and physical activity	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
F. Exercise Adherence	
1. Recognize that factors influencing daily physical activity	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
a. Identify and perform physical activities that are fun, enjoyable, and promote fitness	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
<b>Physical Education</b>	
Standard: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.	
Year 4	
A. Aerobic Fitness	
1. Identify and show individual aerobic capacity/cardio respiratory fitness.	<b>PMP 17-6 Develops Stamina for Extended Awake Periods and Play Times</b>
B. Muscular Strength and Endurance	

1. Identify and show activities for muscular strength and muscular endurance	<b>PMP 17-5 Develops Large Motor Coordination Skills</b>
<b>C. Flexibility</b>	
1. Identify and show activities for flexibility	<b>PMP 17-1 Develops Perception &amp; Balance</b>
<b>Health Education</b>	
Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
Year 3	
Have beginning understanding of consequences when following routines and recreating familiar events (e.g., participate in creating rules for the class).	<b>PMP 19-1 Develops Meal Time Independence PMP 19-2 Develops Self-Care Skills PMP 19-3 Becomes Toilet Trained PMP 19-4 Develops Naptime Independence PMP 20-2 Learns Safety Rules</b>
Year 4	
<b>A. Emergency</b>	
1. Recognize how to respond appropriately to emergency situations	<b>PMP 20-2 Learns Safety Rules</b>
<b>B. Safety Rules &amp; Procedures</b>	
Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
Year 4	
<b>A. Responses to Food</b>	
1. Identify the relationship between food and the senses	<b>PMP 19-1 Develops Meal Time Independence PMP 20-1 Learns about Nutrition</b>
<b>E. Food and Health</b>	
1. Recognize the relationship between food and health	<b>PMP 20-1 Learns about Nutrition</b>

**DISCLAIMER:**

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