

# 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:  
**Good Start Grow Smart:  
South Carolina Early Learning Standards  
for 3,4, & 5 year-old Children**



South Carolina  
Department of Education

Together, we can.

## References



South Carolina Department of Education, Office of Early Childhood, and South Carolina Department of Social Services. (2009). *Good start grow smart: South Carolina early learning standards for 3,4, & 5 year-old children*. SC: Author. Retrieved from <https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/EarlyLearningGoodStart.pdf>

<b>Good Start Grow Smart: South Carolina Early Learning Standards for 3,4, &amp; 5 year-old Children</b>	<b>Vine Assessments by LifeCubby</b>
<b>Approaches to Learning</b>	<b>Vine Indicators</b>
AL 1. Children engage in play as a means to develop their individual approaches to learning.	
3-Year Olds	
AL-3K-1.1 Learn about the properties and characteristics of materials and equipment through exploratory and imaginative play.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
AL-3K-1.2 Demonstrate ability to identify and take appropriate risks in play in order to learn new skills.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
4-Year Olds	
AL-4K-1.1 Show creativity and imagination using materials in representational play.	<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
AL-4K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn and demonstrate new skills.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
5-Year Olds	
AL-K-1.1 Show creativity and imagination in a variety of types of play including literacy and numeracy activities.	<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
AL-K-1.2 Demonstrate increasing ability to identify and take appropriate risks in order to learn new knowledge and skills.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL 2. Children show curiosity, eagerness and satisfaction as a learner.	
3-Year Olds	
AL-3K-2.1 Prefer one familiar activity but will try others when encouraged by an adult or peer.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
AL-3K-2.2 Demonstrate eagerness and interest as a learner by responding to what they observe.	<b>ATL 1-4 Is Curious</b> <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities
AL-3K-2.3 Demonstrate delight or satisfaction when completing a task,	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills

solving a problem, or making a discovery.	
<b>4-Year Olds</b>	
AL-4K-2.1 Show curiosity in an increasing variety of activities, tasks, and learning centers.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL-4K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL-4K- 2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery.	<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
<b>5-Year Olds</b>	
AL-K-2.1 Choose to participate in an increasing variety of activities, tasks and learning centers.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL-K-2.2 Demonstrate eagerness and interest as a learner by questioning and adding ideas.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
AL-K-2.3 Demonstrate delight or satisfaction when completing a task, solving a problem, or making a discovery	<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
<b>AL 3. Children demonstrate initiative, engagement, and persistence in learning.</b>	
<b>3-Year Olds</b>	
AL-3K-3.1 Show initiative in selecting and creating 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
AL-3K- 3.2 Maintain interest in self selected activities and play.	<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
AL-3K-3.3 Show ability to focus attention on favorite activities for brief periods of time (5 – 10 minutes).	<b>ATL 1-1 Is Attentive</b> <u>3-Year Old:</u> Pays attention during story time; focuses on an activity for 10 or more minutes
<b>4-Year Olds</b>	
AL-4K-3.1 Demonstrate growing initiative in selecting and carrying out activities.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
AL-4K- 3.2 Show increasing ability to maintain interest in self-selected activities and play despite distractions and interruptions.	<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
AL-4K- 3.3 Show ability to focus attention for increasing variety of	<b>ATL 1-1 Is Attentive</b>

chosen tasks and activities for short periods of time (10-20 minutes).	<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>5-Year Olds</b>	
AL-K- 3.1 Demonstrate initiative in planning, creating and carrying out activities.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K</u> : Makes and conveys choices to friends and teachers
AL-K- 3.2 Demonstrate ability to maintain interest in self-selected activities, tasks and play despite distractions and interruptions.	<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
AL-K- 3.3 Show ability to focus attention for increasing variety of chosen tasks and activities for longer periods of time (20-30 minutes).	<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
AL 4. Children demonstrate an increasing ability to envision a goal and to accomplish it.	
<b>3-Year Olds</b>	
AL-3K-4.1 Understand how to accomplish a simple task.	<b>CS 14-3 Makes Plans</b> <u>3-Year Old</u> : Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
AL-3K-4.2 Organize actions and materials needed for play in the learning environment.	<b>CS 14-3 Makes Plans</b> <u>3-Year Old</u> : Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
AL-3K-4.3 Follow through in completing simple tasks and activities.	<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
AL-3K-4.4 Seek help when encountering a problem in play.	<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
<b>4-Year Olds</b>	
AL-4K-4.1 Understand a task can be accomplished through several steps.	<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
AL-4K-4.2 Demonstrate an increasing ability to organize actions and materials in the learning environment.	<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
AL-4K-4.3 Demonstrate an increasing ability to follow through with tasks and 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
AL-4K-4.4 Try to solve problems encountered in play.	<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>5-Year Olds</b>	

AL-K-4.1 Demonstrate an increased ability to accomplish a task through a series of steps.	<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
AL-K-4.2 Demonstrate an increasing ability to organize actions and materials in all aspects of the learning environment.	<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
AL-K-4.3 Demonstrate an ability to follow through with tasks and 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
AL-K-4.4 Demonstrate increasing ability to find 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
AL 5. Children extend their learning through the use of memory, reasoning, and problem-solving skills.	
3-Year Olds	
AL-3K-5.1 Talk about prior events and personal experiences.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
AL-3K-5.2 Use prior knowledge to understand new experiences.	<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
AL-3K-5.3 Seek explanations for events or personal relationships.	<b>CS 13-1 Explores Objects</b> <u>3-Year Old:</u> Asks why, where, when, how, what, and seeks answers through exploration
AL-3K-5.4 Predict possible outcomes related to cause and effect.	<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
4-Year Olds	
AL-4K-5.1 Represent prior events and personal experiences in one or more ways.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
AL-4K-5.2 Demonstrate increasing ability to use prior knowledge to understand new experiences.	<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
AL-4K-5.3 Reason about events, relationships, or 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
AL-4K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	<b>CS 14-2 Makes Predictions</b> <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?)

<b>5-Year Olds</b>	
AL-K-5.1 Communicate about prior events and personal experiences in a variety of ways.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
AL-K-5.2 Use prior knowledge to understand new experiences.	<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
AL-K-5.3 Demonstrate ability to reason about more complex events, problems, or relationships.	<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
AL-K-5.4 Demonstrate growing ability to predict possible outcomes based on prior experiences and knowledge.	<b>CS 14-2 Makes Predictions</b> <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?)

<b>Social and Emotional Development</b>	
SE1. Children will demonstrate a positive sense of self.	
<b>3-Year Olds</b>	
SE-3K-1.1 Describe themselves using several basic characteristics.	<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
SE-3K-1.2 Demonstrate self direction by making simple choices among limited options.	<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
SE-3K-1.3 Demonstrate confidence by participating in familiar classroom routines.	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
SE-3K-1.4 Make known personal needs and desires.	<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
SE-3K-1.5 Respond to positive and negative feedback from familiar adults.	<b>SED 4-2 Becomes Confident</b> <u>3-Year Old:</u> Is pleased to complete daily routines and learn new skills
<b>4-Year Olds</b>	
SE-4K-1.1 Describe characteristics of self and others.	<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)

SE-4K-1.2 Demonstrate 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
SE-4K-1.3 Demonstrate confidence by participating in most classroom activities.	<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
SE-4K-1.4 Stand up for rights much of the time.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
SE-4K-1.5 Respond respectfully to positive and negative feedback from adults most of the time.	<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
<b>5-Year Olds</b>	
SE-K-1.1 Accept likenesses and difference between self and others.	<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)
SE-K-1.2 Demonstrate initiative by making choices and accepting responsibilities.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
SE-K-1.3 Approach most new activities and tasks with confidence.	<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
SE-K-1.4 Stand up for rights most of the time without aggression.	<b>ATL 1-5 Shows Initiative</b> <u>Pre-K:</u> Makes and conveys choices to friends and teachers
SE-K-1.5 Respond respectfully to positive and negative feedback from adults.	<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
<b>SE2. Children demonstrate self control, respect and responsibility.</b>	
<b>3-Year Olds</b>	
SE-3K-2.1 Follow a few simple classroom routines and rules.	<b>ATL 2-1 Understands Routines</b> <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time
SE-3K-2.2 Use classroom materials responsibly with modeling and guidance from adults.	<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
SE-3K-2.3 Manage transitions positively when supported by an adult.	<b>ATL 2-1 Understands Routines</b> <u>3-Year Old:</u> Follows daily routines, such as sitting for circle time; adjusts to changes in routines or usual activities when informed ahead of time

SE-3K-2.4 Become increasingly aware of behavior and its effects on others.	<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
SE-3K-2.5 Use simple conflict resolution techniques with adult modeling and facilitation.	<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
<b>4-Year Olds</b>	
SE-4K-2.1 Follow classroom rules and procedures with reminders.	<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
SE-4K-2.2 Use classroom materials responsibly, most of the time.	<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
SE-4K-2.3 Manage transitions positively when told what to expect.	<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
SE-4K-2.4 Recognize effect on others of own behavior most of the time.	<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
SE-4K-2.5 Demonstrate with adult guidance simple techniques to solve social problems.	<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>5-Year Olds</b>	
SE-K-2.1 Follow classroom rules and procedures most of the time.	<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
SE-K-2.2 Use classroom materials responsibly.	<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
SE-K-2.3 Manage transitions and adapt to changes in routine.	<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
SE-K-2.4 Anticipate and regulate behavior that may result in negative reactions.	<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

SE-K-2.5 Attempt to solve social problems independently, by negotiation, or with adult help.	<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
SE3. Children express feelings and show concern for others.	
3-Year Olds	
SE-3K-3.1 Recognize own positive and negative feelings when an adult labels them.	<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
SE-3K-3.2 Calm self after strong emotion with adult help.	<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
SE-3K-3.3 Seek adult help to manage fears and concerns.	<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
SE-3K-3.4 Show awareness of feelings of others with adult guidance and support.	<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
4-Year Olds	
SE-4K-3.1 Recognize own feelings and describe them some of the time.	<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)
SE-4K-3.2 Develop strategies to express strong emotion with adult help.	<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
SE-4K-3.3 Express fears and concerns to familiar adult.	<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)
SE-4K-3.4 Show awareness and respond to feelings of others with adult guidance and support.	<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
5-Year Olds	
SE-K-3.1 Recognize own feelings and try to control them.	<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)
SE-K-3.2 Use positive strategies to express strong emotion.	<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
SE-K-3.3 Develop strategies with adult to manage fears and concerns.	<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
SE-K-3.4 Demonstrate empathy by responding to feelings and needs of 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
SE4. Children form healthy social relationships.	
3-Year Olds	
SE-3K-4.1 Show interest in others by playing beside or briefly with one or more 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
SE-3K-4.2 Show an interest in having a friend	<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
SE-3K-4.3 Accept adult help to join play group.	<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
SE-3K-4.4 Show growing awareness of group life of class (sense of community)	<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
SE-3K-4.5 Interact with familiar adults with varying degrees of comfort.	<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
4-Year Olds	
SE-4K-4.1 Display emerging social skills of trying to take turns and talk with others during play.	<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
SE-4K-4.2 Develop friendship with one or two preferred children.	<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
SE-4K-4.3 Demonstrate strategies to join play group with adult support.	<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
SE-4K-4.4 Participate in group life of class.	<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

SE-4K-4.5 Interact easily with familiar adults by engaging in conversations, responding to questions and following direction.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
<b>5-Year Olds</b>	
SE-K-4.1 Play cooperatively with one or more children.	<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
SE-K-4.2 Exhibit social skills to sustain a friendship.	<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
SE-K-4.3 Demonstrate ability to join a group activity or game.	<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
SE-K-4.4 Assume some responsibility for contributing to the group life of class.	<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
SE-K-4.5 Interact easily with familiar adults by showing affection, responding to questions, initiating conversations and following directions.	<b>SED 5-1 Bonds with Adults</b> <u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults

<b>Language and Literacy</b>	
Standard ELA-1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.	
<b>3-Year Olds</b>	
ELA-3K-1.1 Explore realistic books and materials in classroom centers.	<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
ELA-3K-1.2 Listen to simple stories, songs and rhymes.	<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
ELA-3K-1.3 Anticipate spoken lines in songs and finger plays.	<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
ELA-3K-1.4 Form sounds that imitate the natural sounds of an animal, action or object.	<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
ELA-3K-1.5 Repeat words or actions from a favorite story read aloud.	<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
ELA-3K-1.6 Use pictures and adult reader's expression to experience mood and meaning of 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
ELA-3K-1.7 Recall story details that have personal meaning.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
ELA-3K-1.8 Imitate words or actions from favorite books read aloud.	<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
ELA-3K-1.9 Pretend to be a family member, pet or familiar adult 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
ELA-3K-1.10 Not expected at this level	
ELA-3K-1.11 Explore books with an adult or another child.	<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
<b>4-Year Olds</b>	
ELA-4K-1.1 Show interest in informational texts about familiar objects.	<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
ELA -4K-1.2 Make relevant comments or appropriate responses to story events or characters.	<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

ELA-4K-1.3 Distinguish between descriptions of story events and spoken words of characters.	<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
ELA-4K-1.4 Respond to elements of colorful language in stories and poetry.	<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
ELA-4K-1.5 Retell one or two events from a story read aloud.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
ELA-4K-1.6 Begin to identify significant words from text read aloud.	<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
ELA-4K-1.7 Recall some details in stories read aloud.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
ELA-4K-1.8 Incorporate favorite parts of literary texts into play 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
ELA-4K-1.9 Begin to distinguish between real and make-believe in stories 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
ELA-4K-1.10 Begin to ask questions about the causes of events they observe or hear about in books.	<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
ELA-4K-1.11 Explore books independently.	<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>5-Year Olds</b>	
ELA -K-1.1 Summarize the main idea and details from literacy texts 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
ELA -K-1.2 Use pictures and words to make predictions regarding a story 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
ELA-K-1.3 Understand that a narrator tells the story.	<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
ELA-K-1.4 Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.	<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>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
ELA-K-1.5 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K:</u> Recalls part or all of a story, including characters and main events
ELA-K-1.6 Discuss how the author’s choice of words affects the meaning of the text. (For example, yell rather than said).	<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
ELA-K-1.7 Use relevant details in summarizing stories 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
ELA-K-1.8 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).	<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>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
ELA-K-1.9 Recall the characteristics of fantasy.	<b>ATL 1-2 Develops Memory</b> <u>Pre-K</u> : Recalls part or all of a story, including characters and main events
ELA-K-1.10 Explain the cause of an event described in stories 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
ELA-K-1.11 Read independently for pleasure.	<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
Standard K-2: The student will begin to read and comprehend a variety of informational texts in print and non-print formats.	
3-Year Olds	
ELA-3K-2.1 Explore realistic books and materials in classroom centers.	<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
ELA-3K-2.2 Identify some familiar objects in informational texts.	<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
ELA-3K-2.3 Not expected at this level.	

ELA-3K-2.4 Identify real objects seen in informational texts.	<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
ELA-3K-2.5 - ELA-3K-2.8 Not expected at this level.	
ELA-3K-2.9 Look at classroom pictures and signs.	<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
4-Year Olds	
ELA-4K-2.1 Show interest in informational texts about familiar objects.	<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
ELA-4K-2.2 Begin asking “how and why” questions when looking at texts.	<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
ELA-4K-2.3 Relate information from texts to personal experience.	<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
ELA-4K-2.4 Incorporate information from informational texts into play activities.	<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>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
ELA-4K-2.5 Identify familiar environmental 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
ELA-4K-2.6 Begin to understand graphic information which he/she has participated in creating.	<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
ELA-4K-2.7 Not expected at this level.	
ELA-4K-2.8 Begin to ask questions about the causes of events they observe or hear about in books.	<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
ELA-4K-2.9 Seek information by looking at texts, signs and photographs in the classroom.	<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>5-Year Olds</b>	
ELA-K-2.1 Summarize the central idea and details from informational texts 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
ELA-K-2.2 Analyze texts during classroom discussions to make inferences.	<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
EAL-K-2.3 Find facts in texts 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
ELA-K-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	<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
ELA-K-2.5 Understand that headings and print styles (for example, italics,	<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

bold, larger type) provide information to the reader.	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
ELA-K-2.6 Understand graphic features (for example, illustrations and graphs).	<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
ELA-K-2.7 Recognize table of contents.	<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
ELA-K-2.8 Explain the cause of an event in a text read aloud.	<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
ELA-K-2.9 Read independently to gain information.	<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
Standard K-3: The student will learn to read by applying appropriate skills and strategies.	
3-Year Olds	
ELA-3K-3.1 Rehearse vocabulary by identifying familiar objects pictured in books.	<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
ELA-3K-3.2 Comprehend changes in forms of familiar words.	<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
ELA-3K-3.3 Begin pretending to read or role-play with dialogue.	<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
ELA-3K-3.4 Begin recognizing familiar books by their covers or 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
ELA-3K-3.5 Not expected at this level.	
ELA-3K-3.6 Begin joining in familiar nursery rhymes and songs.	<b>LC 7-3 Develops Phonemic Awareness</b>

	<u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
ELA-3K-3.7 Use appropriate word order and intonation to ask a question or make a statement.	<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.)
ELA-3K-3.8 Begin to use word beginnings and endings as language play or comprehension aid.	<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
ELA-3K-3.9 Begin to recall and repeat familiar words and phrases.	<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
ELA-3K-3.10 - ELA-3K-3.11 Not expected at this level.	
ELA-3K-3.12 Begin noticing and trying to match rhythm, volume, and pitch of adults voice in songs, chants, and phrases.	<b>LC 7-3 Develops Phonemic Awareness</b> <u>3-Year Old</u> : Can say rhymes; can give a rhyming word when prompted
ELA-3K-3.13 Recognize a few letters.	<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
ELA-3K-3.14 - ELA-3K-3.18 Not expected at this level.	
ELA-3K-3.19 Begin connecting text read aloud with personal 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
ELA-3K-3.20 Begin recognizing at least one familiar logo or printed sign.	<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
ELA-3K-3.21 Begin learning how to handle and care for 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

ELA-3K-3.22 Begin to orient books in correct position and turn pages from front to back.	<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
ELA-3K-3.23 Express interest in adult writing and identify it by meaning.	<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
<b>4-Year Olds</b>	
ELA-4K-3.1 Begin to use both pictures and text read aloud as cues to meaning of unfamiliar words.	<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
ELA-4K-3.2 Create a different form of a familiar word by adding “-ed” ending to show past action.	<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
ELA-4K-3.3 Display curiosity and interest in learning new words.	<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)
ELA-4K-3.4 Begin understanding how print is used to bring 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
ELA-4K-3.5 Not expected at this level.	
ELA-4K-3.6 Participate in choral speaking of poems, songs, and stories with repeated patterns.	<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)
ELA-4K-3.7 Begin using appropriate voice volume, sentence structure (syntax), and vocabulary.	<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
ELA-4K-3.8 Use word beginnings and endings as language play or comprehension clue.	<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)
ELA-4K-3.9 Recognize rhyming words with adult modeling.	<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)

ELA-4K-3.10 Create words by orally adding, deleting, or changing sounds in response to adult prompt.	<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)
ELA-3K-3.11 Not expected at this level.	
ELA-4K-3.12 Begin identifying some letter sounds and matching them to 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
ELA-4K-3.13 Identify several letters and their general order in the alphabet.	<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
ELA-4K-3.14 Beginning to understand that letters can represent speech sounds.	<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
ELA-4K-3.15 Begin to recognize similarities in sounds at the beginning and ending of 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)
ELA-4K-3.16 - ELA-4K-3.18 Not expected at this level.	
ELA-4K-3.19 Make connections to prior knowledge, other texts, and the world in response to texts 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
ELA-4K-3.20 Identify familiar environmental print such as business logos and traffic signs.	<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
ELA-4K-3.21 Progress in understanding how books are viewed.	<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
ELA-4K-3.22 Understand relationship between print and pictures on page.	<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

ELA-4K-3.23 Begin recognizing some letters in words.	<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>5-Year Olds</b>	
ELA-K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts 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
ELA-K-3.2 Create a different form of a familiar word by adding an -s or -ing ending.	<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
ELA-K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).	<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)
ELA-K -3.4 Recognize high frequency words. (See Instructional Appendix: High-Frequency Words.)	<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)
ELA-K -3.5 Understand that multiple small words can make compound words.	<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)
ELA-K -3.6 Use oral rhymes, poems, and songs to build fluency.	<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)
ELA-K -3.7 Use appropriate voice level when 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
ELA-K -3.8 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.	<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)
ELA-K -3.9 Create rhyming words in response to an oral prompt.	<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)
ELA-K -3.10 Create words by orally adding, deleting, or changing 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)
ELA-K -3.11 Use blending to generate words orally.	<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)
ELA-K -3.12 Match consonant and short-vowel sounds to the appropriate 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
ELA-K -3.13 Recognize uppercase and lowercase letters and their order in the alphabet.	<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
ELA-K -3.14 Identify beginning and ending sounds in 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)
ELA-K-3.15 Classify words by categories (for example, beginning and ending 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)
ELA-K -3.16 Use blending to begin reading 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)
ELA-K -3.17 Begin to spell high-frequency words (See Instructional Appendix: High-Frequency Words.)	<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
ELA-K -3.18 Use letters and relationships to sounds to write words.	<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>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
ELA-K -3.19 Use prior knowledge and life experiences to construct meaning from texts.	<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
ELA-K -3.20 Recognize environmental print in such forms as signs in the school, road signs,	<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

restaurant and store signs, and logos.	other forms of print to convey meaning and recognizes that different text forms are used for different purposes
ELA-K-3.21 Know the parts of a book (including the front and back covers, the title, and the author's name).	<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
ELA-K-3.22 Carry out left-to-right and top-to-bottom directionality on the printed page.	<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
ELA-K-3.23 Distinguish between letters and words.	<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>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
Standard ELA-4: The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of conventions of written Standard American English.	
3-Year Olds	
ELA-3K-4.1 Identify people and events of personal significance.	<b>ATL 1-2 Develops Memory</b> <u>3-Year Old:</u> Recalls some elements of a story
ELA-3K-4.2 Uses sentences of 2-3 words (when appropriate in conversation) while describing familiar events or actions.	<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
ELA-3K-4.3 Tells a brief story (1 -2 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
ELA-3K-4.4 - ELA-3K-4.7Not expected at this level.	
	<b>SED 6-3 Cooperates with Peers</b>

<p>ELA-3K-4.8 Participate in small group reflections on recent event.</p>	<p><b>3-Year Old:</b> 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</p> <p><b>ATL 1-2 Develops Memory</b>  <b>3-Year Old:</b> Recalls some elements of a story</p> <p><b>LC 7-2 Develops Expressive Communication</b>  <b>3-Year Old:</b> 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</p>
<p>ELA-3K-4.9 Pretend to write.</p>	<p><b>LKS 9-1 Develops Emergent Writing</b>  <b>3-Year Old:</b> 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”</p>
<p>ELA-3K-4.10 - ELA-3K-4.11 Not expected at this level.</p>	
<p>4-Year Olds</p>	
<p>ELA-4K-4.1 Describe events of personal significance.</p>	<p><b>LC 7-2 Develops Expressive Communication</b>  <b>Pre-K:</b> 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</p>
<p>ELA-4K-4.2 Uses sentences of 3-5 words (when appropriate in conversation) while describing familiar events or actions.</p>	<p><b>LC 7-2 Develops Expressive Communication</b>  <b>Pre-K:</b> 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</p>
<p>ELA-4K-4.3 Creates a picture and labels it orally.</p>	<p><b>LC 7-2 Develops Expressive Communication</b>  <b>Pre-K:</b> 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</p> <p><b>CCA 21-1 Explores Art Media</b>  <b>Pre-K:</b> Uses a variety of art materials independently to create original artwork; appreciates artistic creations of others and art events; shares opinions, likes, and dislikes</p>
<p>ELA-4K-4.4 - ELA-4K-4.5 Not expected at this level.</p>	
<p>ELA-4K-4.6 Understands that each person in the class has a first and last name.</p>	<p><b>SED 6-2 Bonds with Peers</b>  <b>Pre-K:</b> Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play</p>
<p>ELA-4K-4.7 Begin to understand the relationship between oral language and written language.</p>	<p><b>LKS 9-1 Develops Emergent Writing</b>  <b>Pre-K:</b> 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>
<p>ELA-4K-4.8 Contribute to small group or whole class dictation activities.</p>	<p><b>SED 6-3 Cooperates with Peers</b>  <b>Pre-K:</b> Engages in play that requires cooperation with other children, including games with rules; recognizes negative</p>

	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
ELA-4K-4.9 Makes some upper case letters without regard to proportion or placement.	<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
ELA-4K-4.10 - ELA-4K-4.11 Not expected at this level.	
5-Year Olds	
ELA-K-4.1 Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).	<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
ELA-K-4.2 Generate complete sentences orally.	<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
ELA-K-4.3 Use pictures, letters, or words to tell a story from beginning to end.	<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
ELA-K-4.4 Use letters and relationships to sound to write words.	<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
ELA-K-4.5 Begin to spell high-frequency words. (See Instructional Appendix: High-Frequency Words.)	<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>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
ELA-K-4.6 Understand that a person's name is a proper noun.	<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
ELA-K-4.7 Edit writing with teacher support.	<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
ELA-K-4.8 Revise writing with teacher support.	<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

ELA-K-4.9 Use uppercase and lowercase letters.	<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
ELA-K-4.10 Use appropriate letter formation when printing.	<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
ELA-K-4.11 Identify sounds orally by segmenting 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)
ELA-5: The student will begin to write for a variety of purposes and audiences.	
3-Year Olds	
ELA-3K-5.1 Pretend to write.	<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”
ELA-3K-5.2 Not expected at this level.	
ELA-3K-5.3 Identify and briefly describe important people, objects and events in their world.	<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
ELA-3K-5.4 Not expected at this level.	
4-Year Olds	
ELA-4K-5.1 Combine some letters with pretend writing.	<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
ELA-4K-5.2 Use drawings, letters, or words to create narratives about people and things in their environment.	<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
ELA-4K-5.3 Represent familiar people and experiences through art and language.	<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
ELA-4K-5.4 Contribute to small group or whole class stories, rhymes or poems.	<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

	<p><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)</p>
5-Year Olds	
ELA-K-5.1 Use symbols (drawings, letters, or words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.	<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>
ELA-5K-5.2 Use symbols (drawings, letters, or words) to create narratives (for example, stories and journal entries) about people, places, or things.	<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>
ELA-K-5.3 Uses symbols (drawings, letters, or words) to create descriptions of personal experiences, people, places, or things.	<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>
ELA-K-5.4 Use symbols (drawings, letters, or words) to create written pieces (for example, simple rhymes) to entertain others.	<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>
Standard ELA-6: The student will begin to access and use information from a variety of sources.	
3-Year Olds	
ELA-3K-6.1. Ask “why” questions about things in their world.	<p><b>ATL 1-4 Is Curious</b>  <u>3-Year Old:</u> Shows interest in new toys or experiences; asks questions about new opportunities</p>
ELA-3K-6.2 Look at books, pictures, and videos with interest.	<p><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</p>
ELA-3K-6.3 Classify familiar objects by one or two observable attributes.	<p><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</p>
ELA-3K-6.4 Not expected at this level.	
ELA-3K-6.5 Carry out simple directives most of the time.	<p><b>LC 7-1 Develops Receptive Communication</b>  <u>3-Year Old:</u> Follows adult directives; begins to follow 2-3 step instructions; understands verbal and nonverbal cues</p>
4-Year Olds	
ELA-4K-6.1 Ask “how” and “why” questions about things in books and their environment.	<p><b>ATL 1-4 Is Curious</b>  <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn</p>

ELA-4K-6.2 Begin to use classroom resources such as books, charts, photographs and graphs to gain information about topics of interest.	<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
ELA-4K-6.3 Classify objects and information by observable attributes into predetermined categories.	<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
ELA-4K-6.4 Complete a thought or idea when communicating with others.	<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
ELA-4K-6.5 Carry out simple directions and directives.	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations
<b>5-Year Olds</b>	
ELA-K-6.1 Generate “how” and “why” questions about a topic of interest.	<b>ATL 1-4 Is Curious</b> <u>Pre-K:</u> Shows interest in new experiences; demonstrates eagerness to learn
ELA-K-6.2 Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint media (for example, videos, television, films, radio, and the Internet).	<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
ELA-K-6.3 Classify information by constructing categories (for example, living and nonliving things).	<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
ELA-K-6.4 Use complete sentences when orally communicating with others.	<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
ELA-K-6.5 Follow one- and two-step oral directions.	<b>LC 7-1 Develops Receptive Communication</b> <u>Pre-K:</u> Follows class rules and routines; can follow multi-step directions of increasing complexity; listens to stories, directions, and conversations

<b>Mathematics</b>	
Standard M-1: The student will have a basic understanding of the mathematical processes of problem solving, reasoning and proof,	

communication, connections, and representation.	
3-Year Olds	
M-3K-1.1 Engage in problem-solving during play within the classroom environment.	<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)
M-3K-1.2 Begin to make predictions based on appearance and experience.	<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
M-3K-1.3 - M-3K-1.4 Not expected at this level	
M-3K-1.5 Begin to see how similar items can be grouped together.	<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
M-3K-1.6 Not expected at this level	
M-3K-1.7 Show an awareness of numbers in a personally meaningful context.	<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
M-3K-1.8 Not expected at this level	
4-Year Olds	
M-4K-1.1 Use emergent mathematical knowledge as a problem-solving tool.	<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
M-4K-1.2 Generate conjectures based on personal experiences and simple reasoning.	<b>CS 14-2 Makes Predictions</b> <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?)
M-4K-1.3 Investigate solutions to simple 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
M-4K-1.4 Locate patterns in the environment.	<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)
M-4K-1.5 Classify objects in their environment by color, shape, size or function.	<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
M-4K-1.6 Use appropriate vocabulary to communicate mathematical ideas.	<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

M-4K-1.7 Begin to show an awareness of numbers in the environment.	<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
M-4K-1.8 Integrate mathematical ideas into personal representations.	<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>5-Year Olds</b>	
M-K-1.1 Apply substantive mathematical problem-solving strategies.	<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
M-K-1.2 Generate conjectures and exchange mathematical ideas.	<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 14-2 Makes Predictions</b> <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?)
M-K-1.3 Explain and justify answers to simple problems.	<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>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
M-K-1.4 Analyze patterns by reasoning systematically.	<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
M-K-1.5 Generalize mathematical concepts.	<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
M-K-1.6 Use a variety of forms of mathematical communication.	<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
M-K-1.7 Generalize connections among mathematics, the environment, and other subjects.	<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
M-K-1.8 Use multiple informal representations to convey mathematical ideas.	<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
Standard M-2: The student will demonstrate through the mathematical process an emerging sense of quantity and numeral relations, sets and place values.	
3-Year Olds	
M-3K-2.1 Show curiosity and interest in counting and number.	<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
M-3K-2.2 Show one-to-one correspondence through three when counting real objects.	<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
M-3K-2.3 Compare quantities using general terms.	<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
M-3K-2.4 Understand the concept of adding one more (joining) and taking one away ( separating).	<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
M-3K-2.5 - M-3K-2.7 Not expected at this level.	
M-3K-2.8 Identify the positions first and last.	<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
4-Year Olds	
M-4K-2.1 Count orally forward to twenty and backward from three.	<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
M-4K-2.2 Show one-to-one correspondence through ten when counting real objects.	<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
M-4K-2.3 Compare sets of no more than ten objects using the terms “more than” or “same as”.	<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
M-4K-2.4 Represent simple joining and separating situations through 4.	<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

M-4K-2.5 - M-4K-2.7 Not expected at this level.	
M-4K-2.8 Identify the positions first through tenth using concrete objects.	<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
5-Year Olds	
M-K-2.1 Recall numbers, counting forward through 99 and backward from 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
M-K-2.2 Translate between numeral and quantity through 31.	<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
M-K-2.3 Compare sets of no more than 31 objects by using the terms more than, less than and the same as.	<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
M-K-2.4 Represent simple joining and separating situations through 10.	<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
M-K-2.5 Understand that the operation of addition results in increase and subtraction results in decrease.	<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
M-K-2.6 Analyze the magnitude of digits through 99 on the basis of their place values.	<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
M-K-2.7 Represent the place value of each digit in a two-digit whole number.	<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
M-K-2.8 Identify ordinal positions through 31st.	<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
Standard M-3: The student will demonstrate through the mathematical processes an emerging sense of repeating and growing patterns	
3-Year Olds	
M-3K-3.1 - M-3K-3.3 Not expected at this level.	

M-3K-3.4 Recognize similar objects in the environment by color, shape or size.	<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
4-Year Olds	
M-4K-3.1 Show awareness of growing patterns in their environment.	<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)
M-4K-3.2 Identify and copy a simple pattern.	<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)
M-4K-3.3 Recognize a simple pattern and extend.	<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)
M-4K-3.4 Sort and classify objects by one attribute (size, shape, or color).	<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
5-Year Olds	
M-K-3.1 Identify simple growing patterns.	<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)
M-K-3.2 Analyze simple repeating and growing relationships to extend patterns.	<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)
M-K-3.3 Translate simple repeating and growing patterns into rules.	<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)
M-K-3.4 Classify objects according to one or more attributes such as color, size, shape and thickness.	<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
Standard K-4: The student will demonstrate through the mathematical process an emerging sense of two- and three-dimensional geometric shapes and relative positions in space.	
3-Year Olds	
M-3K-4.1 Recognize simple shapes in the environment.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated

M-3K-4.2 Match shapes in their environment.	<b>CM 12-1 Learns Shapes &amp; Sizes</b> <u>3-Year Old:</u> Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated
M-3K-4.3 Begin to show an understanding of common positional words “up”, “down”, “under”, “over”, and “in”.	<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
M-3K-4.4 Not expected at this level.	
<b>4-Year Olds</b>	
M-4K-4.1 Identify two-dimensional shapes: circle, square, triangle and rectangle.	<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
M-4K-4.2 Represent simply two-dimensional geometric 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
M-4K-4.3 Understand and use positional words to describe the location of objects (up, down, in, over, under, behind, on top of and in front of).	<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
M-4K-4.4 Matches left and right body parts to clothing or related items.	<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>5-Year Olds</b>	
M-K-4.1 Identify the two-dimensional shapes: square, circle, triangle, and rectangle, and three-dimensional shapes; cube, sphere, and cylinder	<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
M-K-4.2 Represent two-dimensional geometric shapes (circle, square, triangle, and rectangle).	<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
M-K-4.3 Use positional words near, far, below, above, beside, next to, across from, and between to describe the location of an object.	<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
M-K-4.4 Use the directional words left and right to describe movement.	<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

Standard M-5: The student will demonstrate through the mathematical processes an emerging sense of coin values and the measurement	
3-Year Olds	
M-3K-5.1 Not expected at this level.	
M-3K-5.2 Compare the size of 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
M-3K-5.3 Explore measurement informally through play.	<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)
M-3K-5.4 Associate at least one measurement device with its purpose.	<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)
M-3K-5.5 Not expected at this level.	
M-3K-5.6 Begin to show awareness of time concepts.	<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)
M-3K-5.7 - M-3K-5.8 Not expected at this level.	
4-Year Olds	
M-4K-5.1 Shows awareness that money is used to buy things and that coins differ in value.	<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
M-4K-5.2 Compare the lengths of two objects.	<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
M-4K-5.3 Use nonstandard units of measure to compare everyday objects.	<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
M-4K-5.4 Associate at least two measurement devices with their purposes.	<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
M-4K-5.5 Not expected at this level.	
M-4K-5.6 Associate time concepts with a clock.	<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
M-4K-5.7 - M-4K-5.8 Not expected at this level.	
5-Year Olds	
M-K-5.1 Identify a penny, nickel, dime, quarter, and dollar and the value of each object.	<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
M-K-5.2 Compare the lengths of two objects, both directly and indirectly, to order objects.	<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
M-K-5.3 Use nonstandard units to explore the measurement concepts of length and weight.	<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
M-K-5.4 Identify rulers, yardsticks, and tape measures as devices used to measure lengths; scales and balances as devices used to measure weight; calendars and analog and digital clocks as devices used to measure time; and digital and standard thermometers as devices used to measure temperature.	<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
M-K-5.5 Understand which measure-length, weight, time, or temperature-is appropriate for a given situation.	<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
M-K-5.6 Use analog and digital clocks to tell time by the hour	<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

M-K-5.7 Use a calendar to identify dates, days of the week, and months of the year.	<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
M-K-5.8 Recall equivalencies associated with time: 7 days = 1 week and 12 months = 1 year.	<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
<b>Data Analysis and Probability</b>	
<b>3-Year Olds</b>	
M-3K-6.1 Not expected at this level.	
<b>4-Year Olds</b>	
M-4K-6.1 Organize and represent data with real objects.	<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>5-Year Olds</b>	
M-K-6.1 Organize data in graphic displays in the form of drawings and pictures.	<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>Physical Development and Health</b>	
PD 1. Gross Motor Development. Children increasingly move their bodies in ways that demonstrate control, balance, and coordination.	
<b>3-Year Olds</b>	
PD-3K-1.1 Move with some balance and control while walking, running, jumping, marching and hopping.	<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
	<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
PD-3K-1.2 Coordinate movements to perform simple tasks.	<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
<b>4-Year Olds</b>	
PD-4K-1.1 Move with balance and control while walking, running, jumping, marching, hopping, and galloping.	<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

PD-4K-1.2 Coordinate movements to perform more complex tasks.	<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
5-Year Olds	
PD-K-1.1 Move with balance and control, varying speed, rhythm, gait, and direction.	<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
PD-K-1.2 Coordinate movements to perform variety of tasks.	<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
PD2. Fine Motor Development: Children use their fingers and hands in ways that develop hand to eye coordination, strength, control and object manipulation.	
3-Year Olds	
PD-3K-2.1 Use strength and control to perform simple tasks.	<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
PD-3K-2.2 Use hand-eye coordination to perform simple tasks.	<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
PD-3K-2.3 Explore the use of various drawing tools.	<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”
4-Year Olds	
PD-4K-2.1 Use strength and control to perform more complex tasks.	<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
PD-4K-2.2 Use hand-eye coordination to perform more complex tasks.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
PD-4K-2.3 Show beginning control of drawing and writing tools.	<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
5-Year Olds	

PD-K-2.1 Use strength and control to accomplish a variety of skilled tasks.	<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
PD-K-2.2 Use hand-eye coordination to perform wide variety of tasks.	<b>PMP 18-2 Develops Fine Hand-Eye Coordination</b> <u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
PD-K-2.3 Use drawing and writing tools with some control and purpose.	<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
PD3. Personal Health: Children understand how daily activity and healthy behavior promote overall personal health, physical fitness, and safety.	
3-Year Olds	
PD-3K-3.1 Perform simple self-care tasks.	<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
PD-3K-3.2 Follow basic health rules with reminders.	<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 <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
PD-3K-3.3 Follow basic safety rules with reminders.	<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
PD-3K-3.4 Demonstrate adequate stamina for typical 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
4-Year Olds	
PD-4K-3.1 Perform some self-care tasks independently.	<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
PD-4K-3.2 Follow basic health rules most of the time.	<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
	<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
PD-4K-3.3 Follow basic safety rules most of the time.	<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
PD-4K-3.4 Demonstrate adequate stamina and strength for program activities.	<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>5-Year Olds</b>	
PD-K-3.1 Perform most self-care tasks independently.	<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
PD-K-3.2 Show understanding of and follow basic health rules.	<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
PD-K-3.3 Show understanding of and follow basic safety rules.	<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
PD-K-3.4 Demonstrate adequate stamina and strength for program activities.	<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

**DISCLAIMER:**

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