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: **Utah Early Childhood Core Standards**



References



Utah State Office of Education. (2012). *Utah early childhood core standards*. UT: Author. Retrieved from http://www.schools.utah.gov/CURR/preschoolkindergarten/Core/StrategiesActivities.aspx

Utah Early Childhood Core Standards	Vine Assessments by LifeCubby
English Language Arts	Vine Indicators
Reading Standards for Literature (RL)	
Preschool Foundational Standards	
With prompting and support, state some details of a text.	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
3. Answer questions about simple stories using sequencing format (e.g., what happened first, next, and last).	2-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
4. With prompting and support, ask and answer questions about unknown words in a text. 5. With prompting and support,	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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 LKS 8-1 Develops Early Literacy
recognize common types of texts (e.g., storybooks, poems).	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows

6. With prompting and support, recognize that books have a title, author, and illustrator.	along as a book is read; asks what printed words say; may request a particular book Pre-K: 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 LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
7. Understand that illustrations help tell the story.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
8. (Not applicable to literature)	,
9. Identify characters and their experiences in familiar stories.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
10. Engage in shared reading experiences and explore books independently.	2-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
Kindergarten Readiness Standards	
With prompting and support, ask and answer questions about details in a text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
2. Listen attentively and retell simple stories through conversation, art, movement, or drama.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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 ATL 1-2 Develops Memory
	3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
3. Retell stories with simple plots, including some details about characters, settings, and major events in a story (e.g., story webs).	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
4. With prompting and support, ask and answer questions about unknown words in a text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
5. With prompting and support, recognize common types of texts (e.g., storybooks, poems).	LKS 8-1 Develops Early Literacy 3-Year Old: 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

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	Pre-K: 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
6. With prompting and support,	LKS 8-1 Develops Early Literacy
discuss the role of the author and illustrator in telling the story.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
7. Use illustrations to tell the story	LKS 8-1 Develops Early Literacy
when looking at a familiar book.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
8. (Not applicable to literature)	•
Discuss characters and their	LKS 8-1 Develops Early Literacy
experiences in familiar stories that are similar and different.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
10. Engage in storytelling and	LKS 8-1 Develops Early Literacy
conversations with peers and adults about texts read.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
Reading Standards: Informational	outcome of a story
Text	
Preschool Foundational Standards	
	LKS 8-1 Develops Early Literacy
With prompting and support, ask and answer questions about details in a text and make personal connections with text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
2. Listen to a wide variety of informational text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
a. With prompting and support, participate in discussion of a text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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. Identify some details of a text.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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

3. With prompting and support, discuss information in a text and make connections to personal experiences.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
4. With guidance and support,	LC 7-4 Expands Vocabulary
connect new vocabulary in a text with known words or experiences.	3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
5. With prompting and support,	LKS 8-1 Develops Early Literacy
identify the front cover, back cover, and title page of a book.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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
6. With prompting and support,	LKS 8-1 Develops Early Literacy
understand that a book has an author and an illustrator/photographer.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	Pre-K: 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
7. With modeling and support,	LKS 8-1 Develops Early Literacy
understand that illustrations/photographs provide information about a text.	3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book
	<u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left;

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	identifies title and author; asks questions about stories; may
	connect a story to a personal experience; may predict the
O With modeling and according	outcome of a story
8. With modeling and support, recall	ATL 1-2 Develops Memory
details from a text.	3-Year Old: Recalls some elements of a story
	Pre-K: Recalls part or all of a story, including characters and
0.1454	main events
9. With prompting and support,	LKS 8-1 Develops Early Literacy
recognize that there are similarities	3-Year Old: Holds book properly; engages in picture reading;
and differences between two texts on	begins to understand that print is read by others; follows
the same topic.	along as a book is read; asks what printed words say; may
·	request a particular book
	Pre-K: 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
10. With modeling and support,	LKS 8-1 Develops Early Literacy
participate in shared reading	3-Year Old: Holds book properly; engages in picture reading;
	begins to understand that print is read by others; follows
experiences.	along as a book is read; asks what printed words say; may
	request a particular book
	Pre-K: 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
Kindergarten Readiness Standards	
1. With prompting and support, ask	LKS 8-1 Develops Early Literacy
and answer questions about details	3-Year Old: Holds book properly; engages in picture reading;
in a text and make personal	begins to understand that print is read by others; follows
connections with text.	along as a book is read; asks what printed words say; may
Connections with text.	request a particular book
	Pre-K: 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
2 Linton to a wide veriety of	outcome of a story
2. Listen to a wide variety of	LKS 8-1 Develops Early Literacy
informational text.	3-Year Old: Holds book properly; engages in picture reading;
	begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may
	request a particular book
	Pre-K: 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
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	connect a stanuta a negocial sympolicia su securitat il s
	connect a story to a personal experience; may predict the
a Darticipate in discussion on the	outcome of a story
a. Participate in discussion on the	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading;
topic.	begins to understand that print is read by others; follows
	along as a book is read; asks what printed words say; may
	request a particular book
	Pre-K: 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
h Datall ages dataile of a tack in an	outcome of a story
b. Retell some details of a text in an	ATL 1-2 Develops Memory
appropriate sequence.	3-Year Old: Recalls some elements of a story
	Pre-K: Recalls part or all of a story, including characters and main events
3. With prompting and support,	LKS 8-1 Develops Early Literacy
discuss information in a text,	3-Year Old: Holds book properly; engages in picture reading;
including differences, similarities, and	begins to understand that print is read by others; follows
comparisons to personal	along as a book is read; asks what printed words say; may
· · ·	request a particular book
experiences.	Pre-K: 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
4. With prompting and support, ask	LKS 8-1 Develops Early Literacy
and answer questions about	3-Year Old: Holds book properly; engages in picture reading;
unknown words in a text.	begins to understand that print is read by others; follows
	along as a book is read; asks what printed words say; may
	request a particular book
	<u>Pre-K:</u> Shows interest in printed materials; looks at books independently; understands how print is organized (letters
	make words, words tell a story, etc.); understands that
	English is printed left-to-right and that pages turn right-to-left;
	identifies title and author; asks questions about stories; may
	connect a story to a personal experience; may predict the
	outcome of a story
5. With prompting and support,	LKS 8-1 Develops Early Literacy
identify the front cover, back cover,	3-Year Old: Holds book properly; engages in picture reading;
and title page of a book.	begins to understand that print is read by others; follows
	along as a book is read; asks what printed words say; may request a particular book
	Pre-K: 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

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LKS 8-1 Develops Early Literacy
3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: Shows interest in printed materials; looks at books independently; understands how print is organized (letters

	make words, words tell a story, etc.); understands that English is printed left-to-right and that pages turn right-to-left; identifies title and author; asks questions about stories; may connect a story to a personal experience; may predict the outcome of a story
Reading Standards: Foundational Skills	
Preschool Foundational Standards	
With guidance and support, recognize that print conveys meaning and know the difference between pictures and words on a page.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
a. Recognize that print is read from top to bottom and left to right.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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. Recognize the difference between pictures and words on a page or in the environment.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
d. Recognize the difference between letters, numbers, and other symbols.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
2. With guidance and support, begin	LC 7-3 Develops Phonemic Awareness
to identify sounds (phonemes) in	3-Year Old: Can say rhymes; can give a rhyming word when
spoken words.	prompted
opokon words.	Pre-K: Can "clap" syllables in words; recognizes words that
	rhyme, associates sounds with letters and words; recognizes
	alliteration (words that start with the same sound)
a. Respond to the rhythm of spoken	LC 7-3 Develops Phonemic Awareness
language, such as songs, poems, or	3-Year Old: Can say rhymes; can give a rhyming word when
chants.	prompted
	Pre-K: Can "clap" syllables in words; recognizes words that
	rhyme, associates sounds with letters and words; recognizes
h Pagin to recognize cyllobles (word	alliteration (words that start with the same sound)
b. Begin to recognize syllables (word	LC 7-3 Develops Phonemic Awareness
parts) in simple words.	3-Year Old: Can say rhymes; can give a rhyming word when prompted
	Pre-K: Can "clap" syllables in words; recognizes words that
	rhyme, associates sounds with letters and words; recognizes
	alliteration (words that start with the same sound)
c. Begin to recognize initial sounds in	LC 7-3 Develops Phonemic Awareness
words (e.g., own name).	3-Year Old: Can say rhymes; can give a rhyming word when
	prompted
	Pre-K: Can "clap" syllables in words; recognizes words that
	rhyme, associates sounds with letters and words; recognizes
	alliteration (words that start with the same sound)
d. Begin to demonstrate	CM 10-1 Begins Counting
understanding the concept of first,	Pre-K: Counts by rote to 20; can count objects up to 20;
middle and last.	understands and uses ordinal terms (1st, 2nd, 3rd); may be
2 With guideness and support	able to skip count by 2, 5, or 10 LKS 8-2 Develops Alphabetic Knowledge
3. With guidance and support,	3-Year Old: Says or sings ABCs
recognize that words are made up of	Pre-K: Sings, says, or signs ABCs as a memorized chant;
letters and their sounds.	knows the names or sounds of most letters; begins to
	recognize letters in print
	LKS 8-3 Develops Emergent Reading
	3-Year Old: Recognizes own name in print; understands left
	to right, top to bottom process of reading
	Pre-K: 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
a. Recognize that letters have names	LKS 8-2 Develops Alphabetic Knowledge
and sounds.	3-Year Old: Says or sings ABCs
and sounds.	Pre-K: Sings, says, or signs ABCs as a memorized chant;
	knows the names or sounds of most letters; begins to
	recognize letters in print
c. Recognize own name.	LKS 8-3 Develops Emergent Reading
5	3-Year Old: Recognizes own name in print; understands left
	to right, top to bottom process of reading
	Pre-K: 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
d. Distinguish between items that are the same or different, such as pictures, objects, and letters.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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 CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Kindergarten Readiness Standards	
With guidance and support, recognize print in everyday life, such as numbers, letters, one's name, words, familiar logos and signs.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
a. Recognize that print is read from top to bottom and left to right.	LKS 8-1 Develops Early Literacy 3-Year Old: Holds book properly; engages in picture reading; begins to understand that print is read by others; follows along as a book is read; asks what printed words say; may request a particular book Pre-K: 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. Recognize that spoken words are represented in written language.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
c. Understand that letters are grouped to form words.	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
d. Recognize some alphabet letters.	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
e. Recognize print in everyday life (e.g., numbers, letters, one's name, words, familiar logos, and environmental print).	LKS 8-3 Develops Emergent Reading 3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
2. With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) of words.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
a. Begin to supply rhyming words in familiar songs/ jingles and orally match words that rhyme.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: 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. Identify and separate syllables (word parts) in words.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
c. Identify words by syllables, beginning sounds, or individual sounds.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
d. Recognize initial and final sound of words.	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
e. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted

	Dro K. Con "clan" cyllobles in words, recognizes words that
	Pre-K: Can "clap" syllables in words; recognizes words that
	rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
2 With guidenes and support	·
3. With guidance and support,	LKS 8-2 Develops Alphabetic Knowledge
recognize that words are made up of	3-Year Old: Says or sings ABCs
letters and their sounds.	Pre-K: Sings, says, or signs ABCs as a memorized chant;
	knows the names or sounds of most letters; begins to
	recognize letters in print
	LKS 8-3 Develops Emergent Reading
	3-Year Old: Recognizes own name in print; understands left
	to right, top to bottom process of reading
	Pre-K: 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
D : 1 : 1 (1 II	purposes
a. Begin to associate names of letters	LKS 8-2 Develops Alphabetic Knowledge
with sounds of the alphabet (e.g.,	3-Year Old: Says or sings ABCs
initial sound of own name).	Pre-K: Sings, says, or signs ABCs as a memorized chant;
,	knows the names or sounds of most letters; begins to
	recognize letters in print
c. Begin to recognize some words	LKS 8-3 Develops Emergent Reading
that are seen frequently.	3-Year Old: 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
1.5: 1: 1.1.1	purposes
d. Distinguish between letters and	LKS 8-2 Develops Alphabetic Knowledge
words that are the same or different.	3-Year Old: Says or sings ABCs
	Pre-K: Sings, says, or signs ABCs as a memorized chant;
	knows the names or sounds of most letters; begins to
W. W. Ot I I	recognize letters in print
Writing Standards	
Preschool Foundational Standards	
1. With modeling and support, use a	LKS 9-1 Develops Emergent Writing
combination of drawing, dictating,	3-Year Old: Draws simple shapes, such as circles and
and scribbling to represent a topic	squares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
(e.g., "This is my family").	describing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	materials; shows awareness that a word is made up of letters
2. With modeling and support, use a	LKS 9-1 Develops Emergent Writing
combination of drawing, dictating,	3-Year Old: Draws simple shapes, such as circles and
and scribbling to extend learning of a	squares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
topic.	describing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to

	copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters
• • • • • • • • • • • • • • • • • • • •	.KS 9-1 Develops Emergent Writing
	B-Year Old: Draws simple shapes, such as circles and
	equares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
a	lescribing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	vriting independently and may make mistakes; attempts to copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters
	KS 9-1 Develops Emergent Writing
0.0	B-Year Old: Draws simple shapes, such as circles and
9, 1 1111 , 1	equares; copies letters and designs; can trace dot letters;
or developmentally appropriate	shows interest in written expression through scribbling and
	lescribing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	vriting independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters
	KS 9-1 Develops Emergent Writing
	B-Year Old: Draws simple shapes, such as circles and
	equares; copies letters and designs; can trace dot letters;
markers, stamps, magna boodie,	shows interest in written expression through scribbling and
pencil, and computer) to represent	lescribing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	vriting independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters
• • • • • • • • • • • • • • • • • • • •	.KS 9-1 Develops Emergent Writing
	B-Year Old: Draws simple shapes, such as circles and
	equares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
, u	lescribing what was "written"
	<u>Pre-K:</u> Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters
	ATL 1-4 Is Curious
1	8-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
Kindergarten Readiness Standards	
	KS 9-1 Develops Emergent Writing
	B-Year Old: Draws simple shapes, such as circles and
	equares; copies letters and designs; can trace dot letters;
lottors, and using known lottors to	shows interest in written expression through scribbling and
represent and share leelings and de-	lescribing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	vriting independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	naterials; shows awareness that a word is made up of letters

2. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, invented spelling, and using known letters to extend learning about a topic. 3. With modeling and support, use a combination of drawing, dictating, scribbling, approximating letters, and using known letters to describe parts of a story (e.g., characters, setting, sequence of events).	LKS 9-1 Develops Emergent Writing 3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters LKS 9-1 Develops Emergent Writing 3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
E Marci	·
5. With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	LKS 9-1 Develops Emergent Writing 3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
a. Demonstrate an ability to listen	LC 7-2 Develops Expressive Communication
and discuss drawing, dictation or developmentally appropriate writing.	3-Year Old: 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 Pre-K: Asks questions and communicates information using increasing detail and more complex words; uses multiple clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
b. Respond to others and answer	LC 7-2 Develops Expressive Communication
questions about drawing, dictation and/or writing.	3-Year Old: 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 Pre-K: 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
c. Start to produce writing that is	LKS 9-1 Develops Emergent Writing
legible, including the conventional formation of some upper- and lowercase manuscript letters, including those in own name.	3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters

6. Use a variety of writing/drawing tools and forms (e.g., notes, labels, letters, signs, stories, tape recorder, and computer) to create and share ideas. 7. With guidance and support,	LKS 9-1 Develops Emergent Writing 3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters LKS 9-1 Develops Emergent Writing
participate in group activities that use developmentally appropriate writing to represent knowledge and/or opinion on a topic.	3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
8. With guidance and support, recall information from provided sources (e.g., books, videos, pictures) to answer a question.	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
Speaking & Listening Standards	
Preschool Foundational Standards	
Communicate with adults and peers in small and larger groups.	LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
a. Recognize that there are rules for discussions (e.g., listening to others and taking turns speaking).	LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
2. With guidance and support, ask and answer simple questions about text or media.	LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
3. With guidance and support, ask and answer simple questions.	LC 7-6 Learns Conversation Structure

	3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
4. With prompting and support,	LC 7-2 Develops Expressive Communication
describe familiar people, places, things, and events.	3-Year Old: 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 Pre-K: 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
5. With prompting and support,	LKS 8-3 Develops Emergent Reading
recognize that objects, symbols, and pictures can provide additional detail.	3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
6. Speak audibly and express	LC 7-5 Expands Grammar and Pronunciation
thoughts, feelings, and ideas clearly.	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she walks vs. she walked); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Kindergarten Readiness Standards	
Engage in conversations with peers and adults in small and larger groups, by talking about pictures, topics, and text.	LC 7-2 Develops Expressive Communication 3-Year Old: 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 Pre-K: 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
a. Use rules for discussions (e.g.,	LC 7-6 Learns Conversation Structure
listening to others and taking turns speaking about the picture, topics, and text).	3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
b. Take multiple turns during	LC 7-6 Learns Conversation Structure
conversations.	

	,
2. With guidance and support, ask and answer questions and make comments about print material, oral information, and other media (e.g., ask questions using where, when, why, and how).	3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas LC 7-6 Learns Conversation Structure 3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
2 With guidenes and support sole	
With guidance and support, ask and answer questions to seek help or to learn more.	LC 7-2 Develops Expressive Communication 3-Year Old: 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 Pre-K: 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
4. With prompting and support,	LC 7-2 Develops Expressive Communication
describe familiar people, places, things, and events.	3-Year Old: 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 Pre-K: 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
5. With prompting and support,	LKS 8-3 Develops Emergent Reading
recognize that objects, symbols, and pictures can provide additional detail.	3-Year Old: Recognizes own name in print; understands left to right, top to bottom process of reading Pre-K: 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
6. Speak audibly and express	LC 7-5 Expands Grammar and Pronunciation
thoughts, feelings, and ideas clearly.	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
Language Standards	
Preschool Foundational Standards	
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Demonstrate command of the conventions of standard English	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
grammar and usage when writing or	correct tense (e.g., she walks vs. she walked); may
	overcorrect grammar (e.g. "goed," "mouses," etc.)
speaking.	Pre-K: Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that
	is age-appropriate
a. Experiment with writing.	LKS 9-1 Develops Emergent Writing
	3-Year Old: 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"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	materials; shows awareness that a word is made up of letters
b. Speak in simple sentences to	LC 7-2 Develops Expressive Communication
communicate needs and wants.	3-Year Old: 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
	Pre-K: 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
c. Orally use singular and plural	LC 7-5 Expands Grammar and Pronunciation
nouns, (e.g., bird, birds; house,	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
houses; tree, trees).	correct tense (e.g., she walks vs. she walked); may
1100000, 1100, 11000).	overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that
	is age-appropriate
d. Respond to and ask questions	LC 7-2 Develops Expressive Communication
(e.g., who, what, where, when, why,	3-Year Old: Expresses needs, wants, and ideas verbally and
and how).	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 Pre-K: 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
e. Use common prepositions (e.g., to,	LC 7-5 Expands Grammar and Pronunciation
from, in, out, on, off, for, of, by, with).	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
,,,,,,,,	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may
	overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that
60 11 1	is age-appropriate
f. Speak in simple sentences to	LC 7-2 Develops Expressive Communication
communicate ideas.	3-Year Old: 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

	Pre-K: 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
Demonstrate command of the	LC 7-5 Expands Grammar and Pronunciation
conventions of standard English	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
capitalization, punctuation, and	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may
spelling when writing.	overcorrect grammar (e.g. "goed," "mouses," etc.)
spennig men mang	Pre-K: Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that is age-appropriate
a. Recognize that there are upper-	LKS 8-2 Develops Alphabetic Knowledge
and lowercase letters.	3-Year Old: Says or sings ABCs
and lowercase letters.	Pre-K: Sings, says, or signs ABCs as a memorized chant;
	knows the names or sounds of most letters; begins to
	recognize letters in print
d. Use beginning phonemic	LC 7-3 Develops Phonemic Awareness
awareness, including making up	3-Year Old: Can say rhymes; can give a rhyming word when
chants, rhymes, and playing with	prompted
alliterative language.	Pre-K: Can "clap" syllables in words; recognizes words that
3.13.	rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4. With prompting and support, ask	LC 7-4 Expands Vocabulary
	3-Year Old: Correctly names common objects used in the
questions and name familiar people,	classroom, such as colors, shapes, animals in photos, etc.;
objects, and animals from picture	shows continuous growth in number of words or signs used
cues or objects in the child's	in conversation with others; asks meanings of words
environment.	Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs
	used in conversation with others; asks meanings of words;
	understands that some words mean the same thing and
a With prompting and support	some words are opposites (e.g., house/home and big/little) LC 7-4 Expands Vocabulary
a. With prompting and support,	3-Year Old: Correctly names common objects used in the
connect new vocabulary with known	classroom, such as colors, shapes, animals in photos, etc.;
words and experiences.	shows continuous growth in number of words or signs used
	in conversation with others; asks meanings of words
	Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs
	used in conversation with others; asks meanings of words;
	understands that some words mean the same thing and
b. With prompting and support,	some words are opposites (e.g., house/home and big/little) LC 7-4 Expands Vocabulary
	3-Year Old: Correctly names common objects used in the
discuss words, phrases, and their	classroom, such as colors, shapes, animals in photos, etc.;
meanings as found in texts,	shows continuous growth in number of words or signs used
instruction, and conversations.	in conversation with others; asks meanings of words
	Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs
	used in conversation with others; asks meanings of words;
	understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
5. With guidance and support,	LC 7-4 Expands Vocabulary
, ,	LO 1-4 Expansio Vocabulary
identify common words regarding	

people, objects, and animals in the environment. 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words or 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) a. Discuss commonalities and differences and sort by one attribute (e.g., color, size). b. Increase vocabulary to include contrasting and descriptive words/opposites (e.g., night/day, boy/girl, up/down). c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experiences to identify connections between words and their applications to real life. c. Access prior knowledge and experie
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simple dialogue about self or texts 3-Year Old: Expresses needs, wants, and ideas verbally and
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verbal cues in English or home language; is able to convey 2-
3 pieces of information on a single topic
Pre-K: Asks questions and communicates information using

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	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas
	LKS 8-1 Develops Early Literacy
	3-Year Old: Holds book properly; engages in picture reading;
	begins to understand that print is read by others; follows
	along as a book is read; asks what printed words say; may
	request a particular book
	Pre-K: 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
Kindergarten Readiness Standards	outdome of a deery
Demonstrate command of the	LC 7-5 Expands Grammar and Pronunciation
conventions of standard English	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
grammar and usage when writing or	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may
speaking.	overcorrect grammar (e.g. "goed," "mouses," etc.)
Speaking.	<u>Pre-K:</u> Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that
D: 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	is age-appropriate
a. Print some letters of the alphabet,	LKS 9-1 Develops Emergent Writing
including those in own name.	3-Year Old: 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"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	materials; shows awareness that a word is made up of letters
b. Use frequently occurring nouns	LC 7-5 Expands Grammar and Pronunciation
and verbs.	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)
	Pre-K: Speaks with proper pronunciation; can be understood
	by adults and peers; speaks in sentences using grammar that
	is age-appropriate
c. Orally use singular and plural	LC 7-5 Expands Grammar and Pronunciation
nouns, (e.g., bird, birds; house,	3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
houses; tree, trees).	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may
,	overcorrect grammar (e.g. "goed," "mouses," etc.)
	<u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that
	is age-appropriate
d. Respond to and ask questions	LC 7-2 Develops Expressive Communication
(e.g., who, what, where, when, why,	3-Year Old: Expresses needs, wants, and ideas verbally and
and how).	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
	Pre-K: 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
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e. Use common prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.)
	<u>Pre-K:</u> Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
f. Speak in sentences of varying lengths and complexity to communicate ideas.	LC 7-2 Develops Expressive Communication 3-Year Old: 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 Pre-K: 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
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in correct tense (e.g., she walks vs. she walked); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
	LKS 9-1 Develops Emergent Writing 3-Year Old: 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" Pre-K: Prints own name, either through tracing, copying, or writing independently and may make mistakes; attempts to copy simple words from classroom labels and other materials; shows awareness that a word is made up of letters
a. Recognize that there are upper and lower case letters.	LKS 8-2 Develops Alphabetic Knowledge 3-Year Old: Says or sings ABCs Pre-K: Sings, says, or signs ABCs as a memorized chant; knows the names or sounds of most letters; begins to recognize letters in print
d. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).	LC 7-3 Develops Phonemic Awareness 3-Year Old: Can say rhymes; can give a rhyming word when prompted Pre-K: Can "clap" syllables in words; recognizes words that rhyme, associates sounds with letters and words; recognizes alliteration (words that start with the same sound)
4. With prompting and support, clarify the meaning of unknown and multiple-meaning words and phrases.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

a. With prompting and support, connect new vocabulary with known words and experiences. b. With prompting and support, use some known inflections and affixes	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little) LC 7-5 Expands Grammar and Pronunciation 3-Year Old: Can rhyme words (e.g., cat, sat); uses verbs in
with familiar words (e.g., -ed, -s, re-, un-, pre-, -ful, -less).	correct tense (e.g., she <u>walks</u> vs. she <u>walked</u>); may overcorrect grammar (e.g. "goed," "mouses," etc.) Pre-K: Speaks with proper pronunciation; can be understood by adults and peers; speaks in sentences using grammar that is age-appropriate
5. With guidance and support, explore word relationships and nuances in word meanings.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
a. Discuss commonalities and differences and sort objects (e.g., shapes, foods).	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
b. Compare commonalities and differences by identifying opposites using descriptive words (e.g., big/little, short/ long, large/small, happy/sad).	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
c. Access prior knowledge and experiences to identify connections between words and their applications to real life.	ATL 1-2 Develops Memory 3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
d. Distinguish shades of meaning among verbs describing the same	LC 7-4 Expands Vocabulary

general action through creative or dramatic play, (e.g., whisper, speak, and yell).	3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)
6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	LC 7-4 Expands Vocabulary 3-Year Old: Correctly names common objects used in the classroom, such as colors, shapes, animals in photos, etc.; shows continuous growth in number of words or signs used in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on a regular basis; shows growth in number of words or signs used in conversation with others; asks meanings of words; understands that some words mean the same thing and some words are opposites (e.g., house/home and big/little)

Mathematics	
Counting and Cardinality	
Preschool Foundational Standards	
1. Begin to count to 10 by ones.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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
2. Recognize that numbers have a certain order (1, 2, 3, etc.).	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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
3. Recognize the difference between letters, numbers, and other symbols.	CM 10-4 Reads and Writes Numbers 3-Year Old: Can trace numbers: recognizes a few numbers in written form
	Pre-K: Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
4. Begin to count objects with support.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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

a. Use one-to-one correspondence when counting up to five objects.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: Counts by rote to 20; can count objects up to 20; understands and uses ordinal terms (1st, 2nd, 3rd); may be able to skip count by 2, 5, or 10
b. Recite numbers in the correct order and understand that numbers have a correct sequence.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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. Count as many as five objects arranged in a line.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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
6. Visually identify or count to determine which of two sets has more objects (1–5).	CM 10-2 Builds and Observes Sets 3-Year Old: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets Pre-K: 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
7. Recognize the difference between letters, numbers, and other symbols.	CM 10-4 Reads and Writes Numbers 3-Year Old: Can trace numbers: recognizes a few numbers in written form Pre-K: Can write some numbers up to 10; recognizes a few numbers in written form; recognizes both numerals and number names
Kindergarten Readiness Standards	
1. Begin to count to 20 by ones.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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
2. In the sequence of 1–10, understand that numbers come "before" or "after" one another.	CM 10-1 Begins Counting 3-Year Old: 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 Pre-K: 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
3. Count a number of objects 0–10 and associate with a written numeral.	CM 10-1 Begins Counting 3-Year Old: 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

	Pre-K: 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. Understand the relationship	CM 10-1 Begins Counting
between numbers and quantities;	3-Year Old: Counts by rote to 10; counts sets of objects up to
connect counting to cardinality.	10; may be able to count into the teens; understands and
Connect counting to cardinality.	uses 1-1 correspondence
	Pre-K: 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
a. Use one-to-one correspondence	CM 10-1 Begins Counting
•	3-Year Old: Counts by rote to 10; counts sets of objects up to
when counting objects.	10; may be able to count into the teens; understands and
	uses 1-1 correspondence
	Pre-K: Counts by rote to 20; can count objects up to 20;
	understands and uses ordinal terms (1st, 2nd, 3rd); may be
h Davidar al 90 ()	able to skip count by 2, 5, or 10
b. Develop ability to respond to the	CM 10-2 Builds and Observes Sets
question "how many" after counting	3-Year Old: Begins to see groups of 2 or 3 objects and
the objects in a set (beginning	knows the amount without counting (subitizing); counts and
cardinality understanding).	builds sets
cardinality understanding).	Pre-K: 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
c. Understand that each number	CM 10-4 Reads and Writes Numbers
name in sequence 0–10 means one	3-Year Old: Can trace numbers: recognizes a few numbers
more.	in written form
more.	Pre-K: Can write some numbers up to 10; recognizes a few
	numbers in written form; recognizes both numerals and
	number names
5. Count as many as 10 objects	CM 10-1 Begins Counting
arranged in a line.	3-Year Old: 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
	Pre-K: 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
6 With modeling and support	CM 10-2 Builds and Observes Sets
6. With modeling and support,	
identify whether the number of	3-Year Old: Begins to see groups of 2 or 3 objects and
objects in one group is greater than,	knows the amount without counting (subitizing); counts and
less than, or equal to the number of	builds sets
objects in another group (e.g., by	Pre-K: Can look at groups of objects up to 5 and indicate
	how many items without having to count them; compares
using matching and counting	quantities in sets and uses appropriate vocabulary: equal,
strategies).	more, less
7. Associate quantities with written	CM 10-4 Reads and Writes Numbers
numerals 1–10.	3-Year Old: Can trace numbers: recognizes a few numbers
	in written form
	Pre-K: Can write some numbers up to 10; recognizes a few
	numbers in written form; recognizes both numerals and
	number names
Operations and Algebraic Thinking	
Sparations and rigodials mining	

Preschool Foundational Standards	
Explore how adding to and/or	CM 10-3 Learns Addition, Subtraction and Division
	3-Year Old: When counting objects, understands that the
taking away objects changes the size	last number counted represents the total
of a group.	Pre-K: 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
2. Begin to explore adding and taking	CM 10-3 Learns Addition, Subtraction and Division
away of objects in a set.	3-Year Old: When counting objects, understands that the
	last number counted represents the total
	Pre-K: 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
a. Explore how adding objects makes	CM 10-3 Learns Addition, Subtraction and Division
the size of a group larger.	3-Year Old: When counting objects, understands that the
	last number counted represents the total
	Pre-K: 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. Explore how removing objects	CM 10-3 Learns Addition, Subtraction and Division
makes the size of a group smaller.	3-Year Old: When counting objects, understands that the
makes the size of a group smaller.	last number counted represents the total
	Pre-K: 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
6. Begin to duplicate and extend	CM 11-2 Understands Patterns
simple patterns (e.g., ababab).	3-Year Old: Can complete simple patterns, such as red-blue-
	red-blue-red-blue; can tell what comes next
	Pre-K: 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
Kindergerten Deadiness Ctanderde	(small, medium, large, or light, medium, dark)
Kindergarten Readiness Standards	OM 40 O Learner Addition Codetor than and Division
Explore adding and taking away	CM 10-3 Learns Addition, Subtraction and Division
with concrete objects and patterns	3-Year Old: When counting objects, understands that the last number counted represents the total
(e.g., fingers, blocks, dominoes,	Pre-K: Can add "1" to a set of objects and know that it is 1
Unifix cubes, two-sided counters,	more; can subtract 1 from a set of objects and know that it is
toys).	1 less; can split a set of objects equally to divide by 2
2. Begin to explore adding and taking	CM 10-3 Learns Addition, Subtraction and Division
away of objects in a set.	3-Year Old: When counting objects, understands that the
away or objects in a set.	last number counted represents the total
	Pre-K: 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
a. Solve an addition problem by	CM 10-3 Learns Addition, Subtraction and Division
combining (adding) two or more sets	3-Year Old: When counting objects, understands that the
of objects to find out how many in all	last number counted represents the total
(within five).	Pre-K: 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

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b. Solve a subtraction problem by removing (subtracting) objects from a set of up to five objects.3. Explore different ways a set of	CM 10-3 Learns Addition, Subtraction and Division 3-Year Old: When counting objects, understands that the last number counted represents the total Pre-K: 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 CM 10-2 Builds and Observes Sets
objects can be decomposed within five.	3-Year Old: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets Pre-K: 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
4. Explore different ways sets of	CM 10-3 Learns Addition, Subtraction and Division
objects can be combined to make a	3-Year Old: When counting objects, understands that the
new set within five.	last number counted represents the total
	Pre-K: 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
a Regine to recognize that a set	1 less; can split a set of objects equally to divide by 2
a. Begins to recognize that a set	CM 10-2 Builds and Observes Sets
remains the same amount if	3-Year Old: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and
physically rearranged.	builds sets
	Pre-K: 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,
5.0 " 1 11	more, less
5. Say the number created by	CM 10-3 Learns Addition, Subtraction and Division
combining (adding) or removing	3-Year Old: When counting objects, understands that the last number counted represents the total
(subtracting) objects within five.	Pre-K: 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
6. Duplicate, extend, and create	CM 11-2 Understands Patterns
simple patterns (e.g., ababab).	3-Year Old: Can complete simple patterns, such as red-blue-
	red-blue-red-blue; can tell what comes next Pre-K: 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)
Numbers & Operations in Base Ten	
Preschool Foundational Standards	
1. (Begins in kindergarten section.)	
Kindergarten Readiness Standards	
1. (Begins in kindergarten section.	
Foundational skills of 0–10 are found	
in other mathematical standards.)	
Measurement and Data	
Preschool Foundational Standards	

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1. Understand and describe measurable attributes (e.g., how big, how tall, how long, or how heavy).	CM 11-1 Learns Measurement and Quantities 3-Year Old: 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) Pre-K: 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
a. Compare simple data (e.g.,	CM 11-1 Learns Measurement and Quantities
likes/dislikes, number of boys/girls in class today).	3-Year Old: 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) Pre-K: 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
2. Begin to compare objects using	CM 11-1 Learns Measurement and Quantities
measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	3-Year Old: 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) Pre-K: 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
3. Sort objects into given categories.	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
Kindergarten Readiness Standards	
1. Describe objects using vocabulary specific to measurable attributes (e.g., length [long/short], weight [heavy/light], size [big/ small], and distance [near/far]).	CM 11-1 Learns Measurement and Quantities 3-Year Old: 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) Pre-K: 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
a. Organize data to make simple graphs using words: same, more, less.	CM 11-1 Learns Measurement and Quantities 3-Year Old: 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,

	·
2. Compare objects using measurable attributes (e.g., length [longer/shorter], weight [heavier/lighter], and size [bigger/smaller]).	short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide) Pre-K: 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 CM 11-1 Learns Measurement and Quantities 3-Year Old: 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) Pre-K: 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
3. Classify objects into given categories; count the number of objects in each category and sort the categories by count.	CS 13-2 Classifies or Sorts Objects 3-Year Old: Sorts or matches objects based on simple attributes, such as color, size, weight, texture or function Pre-K: Compares objects based on attributes, such as weight, odor, color, texture, function or sound
	CM 10-2 Builds and Observes Sets 3-Year Old: Begins to see groups of 2 or 3 objects and knows the amount without counting (subitizing); counts and builds sets Pre-K: 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
Geometry	
Preschool Foundational Standards	
Begin to recognize and name basic shapes.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Begin to recognize basic shapes, regardless of size.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
3. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

4. Begin to recognize the difference in basic shapes as two-dimensional (picture) or three-dimensional (object).	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
5. Explore shapes using a variety of media (e.g., blocks, stickers, play dough/clay, art supplies, etc.).	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
6. Begin to recognize basic shapes when shown simple line drawings.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
Kindergarten Readiness Standards	
Identify basic shapes by name and in the environment.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
2. Identify and name basic shapes regardless of their orientations (the way the object is turned or flipped) or size.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
3. Begin to recognize basic shapes as two-dimensional ("flat") or three-dimensional ("solid").	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
4. With prompting and support, describe basic two- and three-dimensional shapes.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
5. Create basic shapes using media and basic drawing tools.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated

	<u>Pre-K:</u> Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry
6. Explore combining basic shapes to create new shapes.	CM 12-1 Learns Shapes & Sizes 3-Year Old: Identifies and names simple shapes; understands that shapes remain the same when flipped or rotated Pre-K: Names and describes shapes; understands that two of the same shape can have different sizes; understands symmetry

Approaches to Learning and	
Science	
Standard 1: Students will learn the	
processes, communication, and	
nature of science	
The child displays an orientation to	
learning.	
Preschool Foundational Standards	
1-2. Displays a sense of curiosity and	ATL 1-4 Is Curious
willingness to try new things.	3-Year Old: Shows interest in new toys or experiences; asks
ggg	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
a. Actively explores and experiments.	ATL 1-4 Is Curious
	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
b. Shows interest and curiosity in	ATL 1-4 Is Curious
•	
new people and objects.	3-Year Old: Shows interest in new toys or experiences; asks
•	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities
•	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates
new people and objects.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn
new people and objects. c. Pays attention to people and	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive
new people and objects.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an
new people and objects. c. Pays attention to people and	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes
new people and objects. c. Pays attention to people and	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led
new people and objects. c. Pays attention to people and	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes
new people and objects. c. Pays attention to people and	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes
new people and objects. c. Pays attention to people and objects.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story Pre-K: Able to make and test predictions (e.g., what color will
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches for results or repeats action.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story Pre-K: Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches for results or repeats action. 3-5. Demonstrates confidence in a	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story Pre-K: Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?) SED 4-2 Becomes Confident
new people and objects. c. Pays attention to people and objects. d. Makes things happen and watches for results or repeats action.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn ATL 1-1 Is Attentive 3-Year Old: Pays attention during story time; focuses on an activity for 10 or more minutes Pre-K: Pays attention during story time and other teacher-led activities such as circle time; focuses on an activity for 15 or more minutes CS 14-2 Makes Predictions 3-Year Old: Makes simple predictions about what will happen next, such as during activities or when hearing a story Pre-K: Able to make and test predictions (e.g., what color will we get if we mix the yellow dye and the blue dye?)

	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
	preferences, characteristics
a. Is aware of and believes in own	SED 4-2 Becomes Confident
abilities.	3-Year Old: Is pleased to complete daily routines and learn new skills
	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
	preferences, characteristics
b. Attempts challenging activities.	SED 4-2 Becomes Confident
	3-Year Old: Is pleased to complete daily routines and learn
	new skills
	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities, preferences, characteristics
a Asks for holp when needed	SED 5-2 Learns from Adults
c. Asks for help when needed.	Pre-K: Mirrors adult behavior in daily routines; seeks help or
	information when needed from adults
Kindergarten Readiness Standards	Information when needed nom addits
1-2. Displays a sense of curiosity and	ATL 1-4 Is Curious
willingness to try new things.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
a. Uses senses to explore people,	CS 13-1 Explores Objects
objects, and the environment.	3-Year Old: Asks why, where, when, how, what, and seeks
objects, and the environment.	answers through exploration
	Pre-K: Identifies all 5 senses (smell, sight, sound, touch,
	taste) and uses them to explore objects in the environment;
	observes objects using tools such as color paddles, prisms
	and magnifying glasses
b. Seeks opportunities to participate	ATL 1-4 Is Curious
in new activities.	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
c. Asks questions for further	ATL 1-4 Is Curious
information.	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
d Creates or suggests new setimities	eagerness to learn
d. Creates or suggests new activities.	ATL 1-6 Thinks with Creativity & Flexibility
	3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies
	knowledge to a new situation
	Pre-K: Able to transition thinking and behavior, such as
	during group play in response to a friend's suggestion or
	idea; generates creative ideas, suggestions
3-5. Demonstrates confidence in a	SED 4-2 Becomes Confident
range of abilities.	3-Year Old: Is pleased to complete daily routines and learn
Tango of abilitios.	new skills
<u> </u>	

	Dro K: Chowa pride in accomplishments: develope positive
	<u>Pre-K:</u> Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities,
	preferences, characteristics
a. Shows ability to acquire and	ATL 1-4 Is Curious
process new information.	3-Year Old: Shows interest in new toys or experiences; asks
process new information.	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
b. Shows imagination and creativity	ATL 1-6 Thinks with Creativity & Flexibility
in approaching tasks and activities.	3-Year Old: 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
c. Asks questions and seeks new	ATL 1-4 Is Curious
information.	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
Child develops abilities and skills that	
promote learning.	
Preschool Foundational Standards	
Persists in completing tasks.	ATL 1-3 Is Persistent
	3-Year Old: Continues efforts to finish a challenging activity
	or task, even when frustrated, with or without adult support Pre-K : Completes reasonable tasks despite frustration,
	either by persisting independently or seeking help from a
	friend or adult
a. Maintains interest in a project or	ATL 1-1 Is Attentive
activity.	3-Year Old: Pays attention during story time; focuses on an
,	activity for 10 or more minutes
	Pre-K: Pays attention during story time and other teacher-led
	activities such as circle time; focuses on an activity for 15 or
b. Ignores minor distractions.	more minutes ATL 1-3 Is Persistent
b. Ignores minor distractions.	3-Year Old: Continues efforts to finish a challenging activity
	or task, even when frustrated, with or without adult support
	Pre-K: Completes reasonable tasks despite frustration,
	either by persisting independently or seeking help from a
	friend or adult
2. Works collaboratively with others.	SED 6-3 Cooperates with Peers
	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
a. Shares materials.	SED 6-3 Cooperates with Peers
	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve

	conflict; is beginning to role-play in games; is learning to take
	turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
b. Helps others.	SED 6-3 Cooperates with Peers
	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
c. Follows simple rules and routines.	ATL 2-2 Shows Responsibility
	3-Year Old: Follows adult directives; follows class rules;
	does not damage materials intentionally; is able to handle
	consequences from own actions, such as a re-direction,
	removal of an object, or revocation of a privilege
	Pre-K: Follows class rules; treats classroom property
	appropriately; puts objects away properly; is able to handle
	consequences from own actions, such as a re-direction,
d Harristation annuation during	removal of an object, or revocation of a privilege
d. Uses imitation or pretend play to	CCA 21-4 Participates in Dramatic Play
learn new roles and relationships.	3-Year Old: Engages in more elaborate pretend play with
	friends using props and/or dress-up clothes; learns about
	social roles and relationships through role-play
	Pre-K: Learns about social roles and relationships through
	role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
e. Communicate with familiar adults	
	SED 5-1 Bonds with Adults
and accept guidance.	3-Year Old: Engages in positive relationships with adults;
	initiates conversation with familiar adults; seeks adult
	assistance to solve problems
	<u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
2 Approaches tooks with	CS 14-3 Makes Plans
3. Approaches tasks with	
organization.	3-Year Old: Has own ideas for play time and makes plans to
	carry out ideas; makes choices during free time Pre-K: Has own ideas on what to do during free choice time
a Paggarizas the process (such as	or free play, and carries out steps to follow the plan CS 14-3 Makes Plans
a. Recognizes the process (such as	
cause and effect, first steps, etc.).	3-Year Old: Has own ideas for play time and makes plans to
	carry out ideas; makes choices during free time
	<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
b. Knows how to access resources.	CS 14-3 Makes Plans
D. MIOWS HOW TO ACCESS TESOUTCES.	CO 14-0 IVIANCO FIAIIO
	2 Voor Old: Hop own ideas for play time and makes place to
	3-Year Old: Has own ideas for play time and makes plans to
	carry out ideas; makes choices during free time
	carry out ideas; makes choices during free time Pre-K: Has own ideas on what to do during free choice time
a Knowe how to find an appropriate	carry out ideas; makes choices during free time Pre-K: Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
c. Knows how to find an appropriate space to work or play.	carry out ideas; makes choices during free time Pre-K: Has own ideas on what to do during free choice time

	2 Vacy Old: Has awa ideas for play time and makes plays to
	3-Year Old: Has own ideas for play time and makes plans to carry out ideas; makes choices during free time
	Pre-K: Has own ideas on what to do during free choice time
	or free play, and carries out steps to follow the plan
Kindergarten Readiness Standards	
Persists in completing tasks.	ATL 1-3 Is Persistent
	3-Year Old: Continues efforts to finish a challenging activity
	or task, even when frustrated, with or without adult support
	Pre-K: Completes reasonable tasks despite frustration,
	either by persisting independently or seeking help from a friend or adult
a. Attempts tasks until satisfied with	ATL 1-3 Is Persistent
results.	3-Year Old: Continues efforts to finish a challenging activity
	or task, even when frustrated, with or without adult support
	<u>Pre-K:</u> Completes reasonable tasks despite frustration,
	either by persisting independently or seeking help from a friend or adult
b. Resists distractions, maintains	ATL 1-3 Is Persistent
attention, and continues the task at	3-Year Old: Continues efforts to finish a challenging activity
hand through frustration or	or task, even when frustrated, with or without adult support
challenges.	<u>Pre-K:</u> Completes reasonable tasks despite frustration,
onanongoo.	either by persisting independently or seeking help from a
2. Works collaboratively with others.	friend or adult SED 6-3 Cooperates with Peers
2. Works collaboratively with others.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
a. Helps, shares, and cooperates in a	SED 6-3 Cooperates with Peers
group; demonstrates sharing and turn	3-Year Old: Cooperates with other children in play and daily
taking.	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
b. Uses socially appropriate behavior	SED 6-3 Cooperates with Peers
with peers and adults, such as	3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve
helping.	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
c. Follows simple rules, routines, and	ATL 2-2 Shows Responsibility
common directions.	3-Year Old: Follows adult directives; follows class rules;
Common directions.	does not damage materials intentionally; is able to handle
	,,

d. Accepts responsibility (e.g., cleans up, does own share of work, accepts assigned role).	consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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 ATL 2-2 Shows Responsibility 3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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
3. Approaches tasks with	CS 14-3 Makes Plans
organization.	3-Year Old: Has own ideas for play time and makes plans to carry out ideas; makes choices during free time Pre-K: Has own ideas on what to do during free choice time or free play, and carries out steps to follow the plan
a. Uses a variety of strategies to	CS 14-1 Solves Problems
solve a problem.	3-Year Old: Explores objects in the classroom to conduct experiments (e.g., testing objects in the water table to see if they will sink or float) Pre-K: Uses creative solutions to reach goals; experiments with objects such as puzzles or blocks to build structures to solve problems
b. Experiments with different uses for	ATL 1-6 Thinks with Creativity & Flexibility
objects and applies knowledge to new situations.	3-Year Old: Accepts changes in routines or usual activities; accepts a twist or change in rules of a typical game; applies knowledge to a new situation Pre-K: Able to transition thinking and behavior, such as during group play in response to a friend's suggestion or idea; generates creative ideas, suggestions
c. Demonstrates age-appropriate	ATL 1-5 Shows Initiative
independence in a range of activities, routines, and tasks.	3-Year Old: Enjoys new experiences; works independently for brief periods of time without adult prompting Pre-K: Makes and conveys choices to friends and teachers
Standard 2: Students will gain an understanding of earth and space science	
Preschool Foundational Standards	
Use senses to explore objects and the environment.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Attend to colors and textures in the natural environment.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration

	<u>Pre-K:</u> Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
3. Show interest and curiosity in	CS 13-1 Explores Objects
indoor and outdoor environments.	3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
4. Ask questions for further	ATL 1-4 Is Curious
information.	3-Year Old: Shows interest in new toys or experiences; asks questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates eagerness to learn
Recognize the difference between	SS 16-2 Understands Time
day and night.	3-Year Old: Understands the concept of different days of the week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: 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
Recognize changes in the seasons.	CS 15-1 Explores the Natural Environment
	3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things Pre-K : Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Understand hot and cold.	CS 13-1 Explores Objects
	3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Explore rain, snow, and sun.	CS 15-1 Explores the Natural Environment 3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things Pre-K: Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Kindergarten Readiness Standards	
Actively explore/experiment with objects and the environment.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses

O Charrintanant and a suitanitanitani	CC 45 4 Fundamenths Natural Fundament
Show interest and curiosity in	CS 15-1 Explores the Natural Environment
indoor and outdoor environments.	3-Year Old: Examines objects of the natural environment;
	observes objects with magnifying glass; understands the
	difference between living and non-living things
	<u>Pre-K:</u> Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly
	garden, etc.
3. Ask questions for further	ATL 1-4 Is Curious
information.	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities
	Pre-K: Shows interest in new experiences; demonstrates
D:	eagerness to learn
Discuss the things that are done in	SS 16-2 Understands Time
the daytime and the things that are	3-Year Old: Understands the concept of different days of the
done at night.	week (e.g., school days, non-school days, music class day,
_	the day dad picks up from school)
	Pre-K: 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
a Pagin to understand and use time	SS 16-2 Understands Time
a. Begin to understand and use time	
concepts: yesterday, today,	<u>3-Year Old:</u> Understands the concept of different days of the week (e.g., school days, non-school days, music class day,
tomorrow, morning, afternoon, night.	the day dad picks up from school)
	Pre-K: 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
Describe the changes in the physical	CS 15-2 Develops an Understanding of and Care for the
attributes of the sky from day to night.	Natural World
	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	Pre-K: Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things
Discuss the changes in the earth as	CS 15-2 Develops an Understanding of and Care for the
seasons change.	Natural World
	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	Pre-K: Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things
Compare the differences in	CS 15-2 Develops an Understanding of and Care for the
temperature as the weather changes.	Natural World
	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	<u>Pre-K:</u> Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things

Describe why certain clothing is	CS 15-2 Develops an Understanding of and Care for the
appropriate to each season.	Natural World 3-Year Old: Can name different types of plants and animals; helps in school garden; show respect for living things Pre-K: Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
Standard 3: Students will gain an understanding of physical science	
through the study of the forces of motion and the properties of material	
Preschool Foundational Standards	
	CS 13 1 Explores Objects
Set objects in motion by pushing, pulling, kicking, and rolling.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Describe motion as fast or slow.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
Identify objects that are a part of the nonliving world such as rocks and manmade objects.	CS 15-1 Explores the Natural Environment 3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things Pre-K: Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
Kindergarten Readiness Standards	
Actively explore/experiment the properties of movement.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
2. Ask questions about movement for further information.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration Pre-K: Identifies all 5 senses (smell, sight, sound, touch, taste) and uses them to explore objects in the environment; observes objects using tools such as color paddles, prisms and magnifying glasses
3. Observe, compare, and describe the changes in movement on different surfaces or inclines.	CS 13-1 Explores Objects 3-Year Old: Asks why, where, when, how, what, and seeks answers through exploration

	Pre-K: Identifies all 5 senses (smell, sight, sound, touch,
	taste) and uses them to explore objects in the environment;
	observes objects using tools such as color paddles, prisms
Matabasa dala afabia ata with the week	and magnifying glasses
Match models of objects with the real	LC 7-4 Expands Vocabulary
thing.	3-Year Old: Correctly names common objects used in the
	classroom, such as colors, shapes, animals in photos, etc.;
	shows continuous growth in number of words or signs used
	in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs
	used in conversation with others; asks meanings of words;
	understands that some words mean the same thing and
	some words are opposites (e.g., house/home and big/little)
	CS 13-1 Explores Objects
	3-Year Old: Asks why, where, when, how, what, and seeks
	answers through exploration
	Pre-K: Identifies all 5 senses (smell, sight, sound, touch,
	taste) and uses them to explore objects in the environment;
	observes objects using tools such as color paddles, prisms
	and magnifying glasses
Know that non-living things do not	CS 15-1 Explores the Natural Environment
need care and feeding like living	3-Year Old: Examines objects of the natural environment;
things do.	observes objects with magnifying glass; understands the
	difference between living and non-living things
	Pre-K: Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly garden, etc.
Standard 4: Students will gain an	garden, etc.
understanding of life science through	
the study of changes in organisms	
over time and the nature of living	
things	
Preschool Foundational Standards	
1. Watch intently and say names and	CS 15-1 Explores the Natural Environment
sounds of animals at a zoo or farm.	3-Year Old: Examines objects of the natural environment;
	observes objects with magnifying glass; understands the
	difference between living and non-living things
	Pre-K: Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly
2 Matah mathan and bahir animada	garden, etc.
2. Match mother and baby animals.	CS 15-2 Develops an Understanding of and Care for the
	Natural World
	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	<u>Pre-K:</u> Can name different types of plants and animals; helps in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things
a. Identify objects that are a part of	CS 15-2 Develops an Understanding of and Care for the
the living world, such as animals,	Natural World
1	3-Year Old: Can name different types of plants and animals;
insects, plants, and humans.	helps in school garden; show respect for living things

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	Pre-K: Can name different types of plants and animals; helps in school garden or with school pet; knows about natural phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things
b. Identify animals with their common	CS 15-2 Develops an Understanding of and Care for the
living environment.	Natural World
	3-Year Old: Can name different types of plants and animals; helps in school garden; show respect for living things
	Pre-K: Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
	people affect the environment; shows respect for living things
Kindergarten Readiness Standards	
1. Actively explore living things.	CS 15-1 Explores the Natural Environment
, , , , , ,	3-Year Old: Examines objects of the natural environment;
	observes objects with magnifying glass; understands the difference between living and non-living things
	Pre-K: Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly
	garden, etc.
2. Ask questions for further	CS 15-1 Explores the Natural Environment
information about living things.	3-Year Old: Examines objects of the natural environment;
	observes objects with magnifying glass; understands the
	difference between living and non-living things
	Pre-K: Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly
2 Callest information about living	garden, etc.
3. Collect information about living	CS 15-1 Explores the Natural Environment 3-Year Old: Examines objects of the natural environment;
things.	observes objects with magnifying glass; understands the
	difference between living and non-living things
	Pre-K: Investigates how the natural environment works, such
	as growing plants, having an ant farm, having a butterfly
	garden, etc.
a. Describe the needs of plants and	CS 15-2 Develops an Understanding of and Care for the
animals and how to keep them alive.	Natural World
·	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	Pre-K: Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that people affect the environment; shows respect for living things
b. Name and identify most parts of	CS 15-2 Develops an Understanding of and Care for the
the human body.	Natural World
	3-Year Old: Can name different types of plants and animals;
	helps in school garden; show respect for living things
	Pre-K: Can name different types of plants and animals; helps
	in school garden or with school pet; knows about natural
	phenomena such as weather and seasons; understands that
a Astivaly avalance and discuss in the	people affect the environment; shows respect for living things
c. Actively explore and discuss major	CS 15-1 Explores the Natural Environment
parts of plants (e.g., roots, stem, leaf, flower, trunk, branches).	
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	3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things Pre-K: Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.
d. Explore the parts of different animals (e.g., skin, fur, feathers, scales; hand, wing, flipper, fin).	CS 15-1 Explores the Natural Environment 3-Year Old: Examines objects of the natural environment; observes objects with magnifying glass; understands the difference between living and non-living things Pre-K: Investigates how the natural environment works, such as growing plants, having an ant farm, having a butterfly garden, etc.

Social/Emotional and Social	
Studies	
Standard 1: The child develops self-	
awareness and positive self-esteem	
Preschool Foundational Standards	
Knows personal information.	SED 4-1 Develops Awareness of Self
·	3-Year Old: Describes own physical characteristics, likes
	and dislikes; communicates feelings about family and
	community; draws pictures of family
	Pre-K: 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)
a. Calls self by name and begins to	SED 4-1 Develops Awareness of Self
use words such as "I" or "me."	3-Year Old: Describes own physical characteristics, likes
use words such as 1 of file.	and dislikes; communicates feelings about family and
	community; draws pictures of family
	Pre-K: 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,
1.5	community, culture, faith, class)
b. Develops awareness of self as	SED 4-1 Develops Awareness of Self
separate from others, and engages in	3-Year Old: Describes own physical characteristics, likes and dislikes; communicates feelings about family and
behaviors that build relationships with	community; draws pictures of family
familiar adults.	Pre-K: 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)
c. Knows and uses friends' names.	SED 6-2 Bonds with Peers
	3-Year Old: Interacts positively with other children in the
	group; begins to make friends; may have a favorite friend
	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
2. Demonstrates awareness of	group song, dance, acting/role-play SED 4-2 Becomes Confident
	3-Year Old: Is pleased to complete daily routines and learn
abilities and preferences.	new skills
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	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
	preferences, characteristics
a. Selects activities based on	SED 4-2 Becomes Confident
preferences.	3-Year Old: Is pleased to complete daily routines and learn
professiones.	new skills
	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
	preferences, characteristics
b. Participates in activities.	ATL 1-5 Shows Initiative
b. Fartisipates in activities.	3-Year Old: Enjoys new experiences; works independently
	for brief periods of time without adult prompting
	Pre-K: Makes and conveys choices to friends and teachers
c. Asks others for help when needed.	SED 5-1 Bonds with Adults
c. Asks others for help when heeded.	
	3-Year Old: Engages in positive relationships with adults;
	initiates conversation with familiar adults; seeks adult
	assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to
	help adult with a task; seeks guidance from trusted adults
2 Davidson and its fact	
3. Develops growing capacity for	ATL 1-5 Shows Initiative
independence.	3-Year Old: Enjoys new experiences; works independently
	for brief periods of time without adult prompting
	Pre-K: Makes and conveys choices to friends and teachers
a. Leaves parent or caregiver without	ATL 1-5 Shows Initiative
undue anxiety.	3-Year Old: Enjoys new experiences; works independently
	for brief periods of time without adult prompting
	Pre-K: Makes and conveys choices to friends and teachers
b. Plays independently or engages in	SED 6-2 Bonds with Peers
parallel play with other children.	3-Year Old: Interacts positively with other children in the
	group; begins to make friends; may have a favorite friend
	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
	group song, dance, acting/role-play
c. Begins to initiate interactions with	SED 6-2 Bonds with Peers
adults and peers.	3-Year Old: Interacts positively with other children in the
	group; begins to make friends; may have a favorite friend
	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
	group song, dance, acting/role-play
4. Expresses self in different roles	SED 3-1 Expresses Emotion
and mediums.	3-Year Old: Displays a range of emotions; can say how
and mediums.	he/she is feeling (e.g., glad, sad, or mad); explores emotions
	through play, art, music, dance
	Pre-K: Expresses a range of emotions; says how he/she is
	feeling and why; identifies emotions in photos (e.g., happy,
	sad, or confused)
a. Engages in pretend play and acts	CCA 21-4 Participates in Dramatic Play
	3-Year Old: Engages in more elaborate pretend play with
out roles.	friends using props and/or dress-up clothes; learns about
	social roles and relationships through role-play
	Pre-K: Learns about social roles and relationships through
	role-play; expands ideas in creative ways; communicates
	creative ideas to friends and teachers
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b. Expresses feelings and emotions	SED 3-1 Expresses Emotion
through facial expressions, sounds,	3-Year Old: Displays a range of emotions; can say how
or gestures and words.	he/she is feeling (e.g., glad, sad, or mad); explores emotions
	through play, art, music, dance
	Pre-K: Expresses a range of emotions; says how he/she is
	feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
c. Expresses feelings, needs, and	SED 3-2 Manages Feelings & Demonstrates Self-Control
	3-Year Old: Able to cope with frustration (may need adult
wants in a socially productive	assistance with intense situations); is learning to control
manner.	impulsive behaviors and outbursts; takes turns, such as in
	games
	Pre-K: 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
d. Shows pride in increasing abilities.	SED 4-2 Becomes Confident
	3-Year Old: Is pleased to complete daily routines and learn
	new skills
	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
Vindergerten Deadiness Standards	preferences, characteristics
Kindergarten Readiness Standards	OFD 4.4 Develope Assessment of Oalf
Knows personal information.	SED 4-1 Develops Awareness of Self
	3-Year Old: Describes own physical characteristics, likes
	and dislikes; communicates feelings about family and community; draws pictures of family
	Pre-K: 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)
a. Knows first and last name and	SED 4-1 Develops Awareness of Self
age.	3-Year Old: Describes own physical characteristics, likes
	and dislikes; communicates feelings about family and
	community; draws pictures of family
	Pre-K: 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,
b. Knows parents' and caregivers'	community, culture, faith, class) SED 4-1 Develops Awareness of Self
	3-Year Old: Describes own physical characteristics, likes
names.	and dislikes; communicates feelings about family and
	community; draws pictures of family
	Pre-K: 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)
c. Knows own phone number and	SED 4-1 Develops Awareness of Self
address.	3-Year Old: Describes own physical characteristics, likes
	and dislikes; communicates feelings about family and
	community; draws pictures of family
	Pre-K: 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)
d. Shows emotional connection and	SED 5-1 Bonds with Adults
attachment to others.	3-Year Old: Engages in positive relationships with adults;
	initiates conversation with familiar adults; seeks adult
	assistance to solve problems
	Pre-K: Establishes secure relationships with adults; offers to
0. Dominion to the top of the top	help adult with a task; seeks guidance from trusted adults
2. Demonstrates awareness of	SED 4-2 Becomes Confident
abilities and preferences.	3-Year Old: Is pleased to complete daily routines and learn new skills
	Pre-K: Shows pride in accomplishments; develops positive
	self-image: awareness of self as having certain abilities,
	preferences, characteristics
a. Demonstrates independence in	ATL 1-5 Shows Initiative
decision making regarding activities	3-Year Old: Enjoys new experiences; works independently
and materials.	for brief periods of time without adult prompting
and materials.	Pre-K: Makes and conveys choices to friends and teachers
b. Demonstrates independence in a	ATL 1-5 Shows Initiative
range of activities, routines, and	3-Year Old: Enjoys new experiences; works independently
tasks.	for brief periods of time without adult prompting
	Pre-K: Makes and conveys choices to friends and teachers
c. Asks questions and seeks new	ATL 1-4 Is Curious
information.	3-Year Old: Shows interest in new toys or experiences; asks
	questions about new opportunities Pre-K: Shows interest in new experiences; demonstrates
	eagerness to learn
3. Develops growing capacity for	ATL 1-5 Shows Initiative
independence.	3-Year Old: Enjoys new experiences; works independently
independence.	for brief periods of time without adult prompting
	Pre-K: Makes and conveys choices to friends and teachers
a. Establishes secure relationships	SED 5-1 Bonds with Adults
with adults outside of family	3-Year Old: Engages in positive relationships with adults;
members.	initiates conversation with familiar adults; seeks adult
	assistance to solve problems
	Pre-K: Establishes secure relationships with adults; offers to
h Domonatratas amaticas and	help adult with a task; seeks guidance from trusted adults
b. Demonstrates emotions and	SED 3-1 Expresses Emotion
opinions with and to peers.	3-Year Old: 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
	Pre-K: Expresses a range of emotions; says how he/she is
	feeling and why; identifies emotions in photos (e.g., happy,
	sad, or confused)
c. Begins to sustain interactions with	LC 7-6 Learns Conversation Structure
adults and peers.	3-Year Old: Asks questions about events that happen;
,	shares opinions; participates in a conversation lasting 2 to 3
	back-and-forths; takes turns talking; makes eye contact
	Pre-K: Participates in multi-turn conversations with friends
	and adults; mirrors tone, volume and tense; uses verbal and
	nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases
	and sentences to build ideas
	and contonious to build idods

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d. Accepts and is responsible for jobs or assignments.	ATL 2-2 Shows Responsibility 3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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
4. Expresses self in different roles and mediums.	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
a. Plays different roles in dramatic or free play.	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Expresses emotions and feelings through open-ended play, dance, visual arts, and music.	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
c. Expresses feelings and emotions through language.	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
d. Shares accomplishments with others.	SED 4-2 Becomes Confident 3-Year Old: Is pleased to complete daily routines and learn new skills Pre-K: Shows pride in accomplishments; develops positive self-image: awareness of self as having certain abilities, preferences, characteristics
Standard 2: The child develops social skills that promote positive interactions with others	
Preschool Foundational Standards	
Develops skills to interact cooperatively with others.	SED 6-3 Cooperates with Peers 3-Year Old: 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

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	<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
a. Participates in learning activities.	SED 6-3 Cooperates with Peers
a. I diticipates in learning activities.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
b. Responds to and interacts with	SED 6-2 Bonds with Peers
another child.	3-Year Old: Interacts positively with other children in the
	group; begins to make friends; may have a favorite friend
	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
	group song, dance, acting/role-play
c. Takes turns, verbally and	SED 6-3 Cooperates with Peers
nonverbally.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
2. Participates in cooperative play.	SED 6-3 Cooperates with Peers
	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
a. Follows agreed-upon rules (e.g.,	SED 6-3 Cooperates with Peers
not hitting, etc.).	3-Year Old: Cooperates with other children in play and daily
not mung, etc.).	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
b. Joins in ongoing activities.	SED 6-2 Bonds with Peers
	3-Year Old: Interacts positively with other children in the
	group; begins to make friends; may have a favorite friend
	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
c Initiatos play with others	group song, dance, acting/role-play SED 6-2 Bonds with Peers
c. Initiates play with others.	SED 0-2 DOING WITH PEETS

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3. Employs positive social behaviors with peers and adults.	3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
a. Recognizes and begins to respond	LC 7-6 Learns Conversation Structure
to positive nonverbal gestures (e.g., smiling, nodding, and waving) and culturally appropriate eye contact when interacting with peers and adults.	3-Year Old: Asks questions about events that happen; shares opinions; participates in a conversation lasting 2 to 3 back-and-forths; takes turns talking; makes eye contact Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and nonverbal conversational rules (e.g., takes turns, eye contact, loud and soft voice as appropriate, etc.); connects phrases and sentences to build ideas
b. Forms positive relationships with	SED 5-1 Bonds with Adults
adults.	3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
c. Develops friendships with peers.	SED 6-2 Bonds with Peers
	3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play
4. Develops self-control by regulating	SED 3-2 Manages Feelings & Demonstrates Self-Control
impulses and feelings.	3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
a. Begins to follow simple rules,	ATL 2-2 Shows Responsibility
routines, and directions.	3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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

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b. Understands and accepts limitations (e.g., being told "no").	ATL 2-2 Shows Responsibility 3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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
c. Seeks ways to find comfort in new situations, and shows ability to cope with stress.	SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
5. Expresses emotions and feelings.	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
a. Identifies emotions (e.g., happy, sad, angry, frustrated, bored, lonely, afraid).	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
b. Identifies feelings (e.g., thirsty, hungry, hot, cold).	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
c. Begins to show concern for others.	SED 6-1 Builds Empathy 3-Year Old: Recognizes the feelings of others; asks an adult for help when another child is in distress Pre-K: Shares in the joy of others; expresses sadness when another adult or child is sad
6. Develops skills to solve conflicts. With guidance, child:	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language

a. Begins to recognize other	SED 6-1 Builds Empathy
children's feelings and emotions.	3-Year Old: Recognizes the feelings of others; asks an adult
, and the second	for help when another child is in distress
	Pre-K: Shares in the joy of others; expresses sadness when
	another adult or child is sad
b. Begins to respond to other	SED 6-1 Builds Empathy
children's feelings and emotions.	3-Year Old: Recognizes the feelings of others; asks an adult
Children's lectings and childrens.	for help when another child is in distress
	Pre-K: Shares in the joy of others; expresses sadness when
	another adult or child is sad
c. Learns social skills, and eventually	SED 3-1 Expresses Emotion
	·
words, for expressing feelings,	3-Year Old: Displays a range of emotions; can say how
needs, and wants.	he/she is feeling (e.g., glad, sad, or mad); explores emotions
	through play, art, music, dance
	Pre-K: Expresses a range of emotions; says how he/she is
	feeling and why; identifies emotions in photos (e.g., happy,
	sad, or confused)
d. Helps, shares, and cooperates in a	SED 6-3 Cooperates with Peers
group.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
e. Resolves conflict with peers alone	SED 6-3 Cooperates with Peers
and/or with adult intervention as	3-Year Old: Cooperates with other children in play and daily
appropriate.	activities and routines; may attempt a compromise to resolve
арргорпаю.	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
7. Respects others and their	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
7. Respects others and their	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers
7. Respects others and their belongings.	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily
1	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve
1	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily
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1	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative
1	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a
belongings.	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
a. Uses polite language to interact	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers
a. Uses polite language to interact with others (e.g. "please," "sorry,"	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily
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a. Uses polite language to interact with others (e.g. "please," "sorry,"	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other
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a. Uses polite language to interact with others (e.g. "please," "sorry,"	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other

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b. Begins to demonstrate ability to wait for his/her turn to use materials.	SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
c. Uses and shares materials with	SED 6-3 Cooperates with Peers
peers.	3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
d. Recognizes that others' needs are	group setting to resolve conflict; uses constructive language SED 6-3 Cooperates with Peers
important.	3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
8-9. Uses imitation or pretend play to	CCA 21-4 Participates in Dramatic Play
learn new roles and relationships.	3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
10-11. Recognizes familiar people,	ATL 1-2 Develops Memory
places and things (e.g., within the home, classroom, school, and local environment).	3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
Criviloring.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
	SS 16-3 Explores Geography 3-Year Old: Learns about community places, such as home, school, park, etc. Pre-K: Learns about how the local community is a part of a broader world, such as state and country; may study maps to learn about far-away cultures
Kindergarten Readiness Standards	
Develops skills to interact cooperatively with others.	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve

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	conflict; is beginning to role-play in games; is learning to take
	turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
a. Engages in learning activities with	SED 6-3 Cooperates with Peers
	•
peers.	3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
b. Responds to and interacts with	SED 6-2 Bonds with Peers
other children and adults in a formal	3-Year Old: Interacts positively with other children in the
or group setting.	group; begins to make friends; may have a favorite friend
or group setting.	Pre-K: Shows affection for friends; may have a favorite
	friend; knows some likes or dislikes of peers; participates in
	group song, dance, acting/role-play
c. Participates cooperatively in a	SED 6-3 Cooperates with Peers
group.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
2. Participates in cooperative play.	SED 6-3 Cooperates with Peers
2. 1 driioipates in cooperative play.	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
a. With peers and adults, engages in	SED 6-3 Cooperates with Peers
behavior such as helping, sharing,	3-Year Old: Cooperates with other children in play and daily
and taking turns.	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative
	behaviors in self, others or stories; recognizes negative
	group setting to resolve conflict; uses constructive language
b. Joins in cooperative play with	SED 6-3 Cooperates with Peers
others.	3-Year Old: Cooperates with other children in play and daily
Outers.	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
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c. Develops friendships with peers. 4. Develops self-control by regulating impulses and feelings. a. Follows established rules, routines and directions independently.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: Has methods for coping with intense feelings (getting a comfort item; using words; counting to 5); seeks adult assistance in intense situations; is learning to control impulses and emotions; is able to wait turn ATL 2-2 Shows Responsibility
4. Develops self-control by regulating impulses and feelings.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
4. Develops self-control by regulating	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
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4. Develops self-control by regulating	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 3-2 Manages Feelings & Demonstrates Self-Control 3-Year Old: Able to cope with frustration (may need adult
4. Develops self-control by regulating	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in group song, dance, acting/role-play SED 3-2 Manages Feelings & Demonstrates Self-Control
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c. Develops friendships with peers.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in
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c. Develops friendships with peers.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers 3-Year Old: Interacts positively with other children in the
c. Develops friendships with peers.	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SED 6-2 Bonds with Peers
c. Develops friendships with poors	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
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	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult
	SED 5-1 Bonds with Adults
adults.	
b. Forms positive relationships with	and sentences to build ideas
	loud and soft voice as appropriate, etc.); connects phrases
	nonverbal conversational rules (e.g., takes turns, eye contact,
adults.	Pre-K: Participates in multi-turn conversations with friends and adults; mirrors tone, volume and tense; uses verbal and
when interacting with peers and	back-and-forths; takes turns talking; makes eye contact
and culturally appropriate eye contact	shares opinions; participates in a conversation lasting 2 to 3
(e.g., smiling, nodding, and waving)	3-Year Old: Asks questions about events that happen;
a. Uses positive nonverbal gestures	LC 7-6 Learns Conversation Structure
	group setting to resolve conflict; uses constructive language
	behaviors in self, others or stories; is able to compromise in a
	children, including games with rules; recognizes negative
	Pre-K: Engages in play that requires cooperation with other
	turns
	conflict; is beginning to role-play in games; is learning to take
with peers and adults.	activities and routines; may attempt a compromise to resolve
	3-Year Old: Cooperates with other children in play and daily
3. Employs positive social behaviors	SED 6-3 Cooperates with Peers
	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
	children, including games with rules; recognizes negative
	Pre-K: Engages in play that requires cooperation with other
	turns
	conflict; is beginning to role-play in games; is learning to take
piay.	activities and routines; may attempt a compromise to resolve
play.	3-Year Old: Cooperates with other children in play and daily
c. Invites others to join in cooperative	SED 6-3 Cooperates with Peers
	behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
	children, including games with rules; recognizes negative
	Pre-K: Engages in play that requires cooperation with other

b. Uses ordinal terms to describe sequence of daily routine/schedule (e.g., first, second, next, last).	3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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 CM 10-1 Begins Counting Pre-K: 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 SS 16-2 Understands Time 3-Year Old: Understands the concept of different days of the
	week (e.g., school days, non-school days, music class day, the day dad picks up from school) Pre-K: 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
c. Understands and accepts	ATL 2-2 Shows Responsibility
limitations (e.g., being told "no").	3-Year Old: Follows adult directives; follows class rules; does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: 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
d. Adapts to new environments with	SED 3-2 Manages Feelings & Demonstrates Self-Control
appropriate emotions and behaviors.	3-Year Old: Able to cope with frustration (may need adult assistance with intense situations); is learning to control impulsive behaviors and outbursts; takes turns, such as in games Pre-K: 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
5. Expresses emotions and feelings.	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
a. Expresses own emotions (e.g., "I am happy," "I am sad," etc.).	SED 3-1 Expresses Emotion 3-Year Old: 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 Pre-K: Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy, sad, or confused)
b. Describes own feelings (e.g., "I am thirsty," "I am hungry," etc.).	SED 3-1 Expresses Emotion

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	3-Year Old: Displays a range of emotions; can say how
	he/she is feeling (e.g., glad, sad, or mad); explores emotions
	through play, art, music, dance
	<u>Pre-K:</u> Expresses a range of emotions; says how he/she is feeling and why; identifies emotions in photos (e.g., happy,
	sad, or confused)
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c. Demonstrates empathy.	SED 6-1 Builds Empathy
	3-Year Old: Recognizes the feelings of others; asks an adult
	for help when another child is in distress Pre-K: Shares in the joy of others; expresses sadness when
	another adult or child is sad
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6. Develops skills to solve conflicts.	SED 6-3 Cooperates with Peers
With guidance, child:	3-Year Old: Cooperates with other children in play and daily
	activities and routines; may attempt a compromise to resolve conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
a. Is aware that others may have	SED 6-1 Builds Empathy
different feelings and emotions other	3-Year Old: Recognizes the feelings of others; asks an adult
than his/ her own.	for help when another child is in distress
than his/her own.	Pre-K: Shares in the joy of others; expresses sadness when
	another adult or child is sad
b. Responds appropriately to tone of	SED 6-1 Builds Empathy
voice, facial expressions, and	3-Year Old: Recognizes the feelings of others; asks an adult
gestures of others.	for help when another child is in distress
gestures of others.	Pre-K: Shares in the joy of others; expresses sadness when
	another adult or child is sad
c. Asserts rights by telling others how	SED 3-1 Expresses Emotion
he/ she feels.	3-Year Old: 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
	Pre-K: Expresses a range of emotions; says how he/she is
	feeling and why; identifies emotions in photos (e.g., happy,
	sad, or confused)
d. Finds ways to help others.	SED 6-1 Builds Empathy
	3-Year Old: Recognizes the feelings of others; asks an adult
	for help when another child is in distress
	Pre-K: Shares in the joy of others; expresses sadness when
- Ocalia automore i ()	another adult or child is sad
e. Seeks out appropriate help when	SED 5-1 Bonds with Adults
unable to find a solution.	3-Year Old: Engages in positive relationships with adults;
	initiates conversation with familiar adults; seeks adult
	assistance to solve problems
	<u>Pre-K:</u> Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults
7 Despects others and their	•
7. Respects others and their	SED 6-3 Cooperates with Peers
belongings.	3-Year Old: 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
	TOTAL

	ATL 1-2 Develops Memory
	<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
8-9. Uses imitation or pretend play to learn new roles and relationships.	3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
8.0 Liege imitation or protond play to	consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege CCA 21-4 Participates in Dramatic Play
own actions.	does not damage materials intentionally; is able to handle consequences from own actions, such as a re-direction, removal of an object, or revocation of a privilege Pre-K: Follows class rules; treats classroom property appropriately; puts objects away properly; is able to handle
d. Recognizes how actions affect others and accepts consequences of	ATL 2-2 Shows Responsibility 3-Year Old: Follows adult directives; follows class rules;
	conflict; is beginning to role-play in games; is learning to take turns Pre-K: Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
c. Independently uses and shares materials with peers.	SED 6-3 Cooperates with Peers 3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve
	turns <u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language
belong to others.	3-Year Old: 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
b. Asks permission to use things that	clauses in sentences (e.g., if/then, what/then); connects phrases and sentences to build ideas SED 6-3 Cooperates with Peers
	3-Year Old: 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 Pre-K: Asks questions and communicates information using increasing detail and more complex words; uses multiple
	group song, dance, acting/role-play LC 7-2 Develops Expressive Communication
peers' accomplishments (e.g., "Good job," "I like").	3-Year Old: Interacts positively with other children in the group; begins to make friends; may have a favorite friend Pre-K: Shows affection for friends; may have a favorite friend; knows some likes or dislikes of peers; participates in
Uses polite language to recognize	children, including games with rules; recognizes negative behaviors in self, others or stories; is able to compromise in a group setting to resolve conflict; uses constructive language SED 6-2 Bonds with Peers
	Pre-K: Engages in play that requires cooperation with other

10-11. Recognizes familiar people, places and things (e.g., within the home, classroom, school, and local	3-Year Old: Recalls some elements of a story Pre-K: Recalls part or all of a story, including characters and main events
environment).	SED 5-1 Bonds with Adults 3-Year Old: Engages in positive relationships with adults; initiates conversation with familiar adults; seeks adult assistance to solve problems Pre-K: Establishes secure relationships with adults; offers to help adult with a task; seeks guidance from trusted adults SS 16-5 Learns about Government and Economics 3-Year Old: Uses pretend money in games and play; pretends societal roles in play Pre-K: 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

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	<u>Pre-K:</u> Joins in class exploration of musical instruments;
	knows some musical concepts such as volume, speed,
	melody, tone, rhythm, notes, etc.
2. Use their body to move to music	CCA 21-3 Explores Movement and Dance
and express themselves.	3-Year Old: Participates in dance or creative movement
	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
a. Bounce in rhythm with music.	CCA 21-3 Explores Movement and Dance
	3-Year Old: Participates in dance or creative movement
	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
b. Move body to express feelings and	CCA 21-3 Explores Movement and Dance
ideas.	3-Year Old: Participates in dance or creative movement
	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
c. Demonstrate large motor balance,	PMP 17-1 Develops Perception & Balance
stability, and control.	3-Year Old: Stands on 1 foot for about 3 seconds; jumps
	with two feet
	Pre-K: 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
d. Move body, arms and legs with	PMP 17-5 Develops Large Motor Coordination Skills
coordination.	3-Year Old: Goes upstairs and downstairs without help; can
	pedal a tricycle; participates in increasingly strenuous
	physical activities indoors and outdoors
	Pre-K: 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
3. Use a variety of media and	CCA 21-1 Explores Art Media
materials to create drawings,	3-Year Old: Uses a variety of art materials and media to
pictures, or other objects.	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
	and art events; shares opinions, likes, and dislikes
a. Show interest in a variety of art	CCA 21-1 Explores Art Media
materials	3-Year Old: Uses a variety of art materials and media to
	convey an idea; creates something different from what other
	children create
	Pre-K: 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. Begin to recognize colors (e.g.,	CCA 21-1 Explores Art Media
red, orange, yellow, green, blue,	3-Year Old: Uses a variety of art materials and media to
purple, black, white, brown).	convey an idea; creates something different from what other
parpio, bidox, writto, browing.	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
	and art events; shares opinions, likes, and dislikes

Con 24.4 Explores Art Media	
Explore various materials, tools, CCA 21-1 Explores Art Media	
nd processes to create works of art. 3-Year Old: Uses a variety of art materials and media to	
convey an idea; creates something different from what o	ther
children create	
Pre-K: Uses a variety of art materials independently to	thoro
create original artwork; appreciates artistic creations of c and art events; shares opinions, likes, and dislikes	uieis
Portray a variety of events, CCA 21-4 Participates in Dramatic Play	ul-
aracters, or stories through drama, 3-Year Old: Engages in more elaborate pretend play wi	
ops and language. friends using props and/or dress-up clothes; learns about social roles and relationships through role-play	ıτ
<u>Pre-K:</u> Learns about social roles and relationships through	ah
role-play; expands ideas in creative ways; communicate	
creative ideas to friends and teachers	3
Learn to express ideas, CCA 21-4 Participates in Dramatic Play	
	łh.
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
amatic play. friends using props and/or dress-up clothes; learns about social roles and relationships through role-play	
Pre-K: Learns about social roles and relationships through	ah
role-play; expands ideas in creative ways; communicate	
creative ideas to friends and teachers	
Listen attentively to an adult tell CCA 21-4 Participates in Dramatic Play	
pries or nursery rhymes and act out 3-Year Old: Engages in more elaborate pretend play wi	th
ferent parts. Ingress of horizontal provides and act out friends using props and/or dress-up clothes; learns about	
social roles and relationships through role-play	.,
Pre-K: Learns about social roles and relationships throu	gh
role-play; expands ideas in creative ways; communicate	
creative ideas to friends and teachers	
Show that real-life roles can be CCA 21-4 Participates in Dramatic Play	
itated. 3-Year Old: Engages in more elaborate pretend play wi	th
friends using props and/or dress-up clothes; learns abou	ıt
social roles and relationships through role-play	
Pre-K: Learns about social roles and relationships throu	
role-play; expands ideas in creative ways; communicate	S
creative ideas to friends and teachers	
ndergarten Readiness Standards	
Use voice and instruments to CCA 21-2 Explores Music	
eate sound. <u>3-Year Old:</u> Joins in class exploration of musical	
instruments; knows and sings songs; uses music across	
learning domains; explores with sound, melody, tone, rh	ythm,
beat	
Pre-K: Joins in class exploration of musical instruments	,
knows some musical concepts such as volume, speed,	
melody, tone, rhythm, notes, etc.	
Participate in music activities such CCA 21-2 Explores Music 3 Year Old: Joins in class exploration of musical	
listening, singing, or performing. 3-Year Old: Joins in class exploration of musical instruments; knows and sings songs; uses music across	
learning domains; explores with sound, melody, tone, rh	
rearring domains, explores with sound, melody, tone, m	y (11111,
beat	
	;

b. Show increasing awareness of	CCA 21-2 Explores Music
various components of music in	3-Year Old: Joins in class exploration of musical
terms of dynamics (loud/soft), pitch	instruments; knows and sings songs; uses music across
(high/low), and duration (long/short,	learning domains; explores with sound, melody, tone, rhythm,
	beat
fast/slow).	<u>Pre-K:</u> Joins in class exploration of musical instruments;
	knows some musical concepts such as volume, speed,
	melody, tone, rhythm, notes, etc.
c. Explain what is felt and heard	CCA 21-2 Explores Music
through various musical tempos and	3-Year Old: Joins in class exploration of musical
styles.	instruments; knows and sings songs; uses music across
Styles.	learning domains; explores with sound, melody, tone, rhythm,
	beat
	Pre-K: Joins in class exploration of musical instruments;
	knows some musical concepts such as volume, speed,
	melody, tone, rhythm, notes, etc.
d. Express thoughts, feelings, and	CCA 21-2 Explores Music
energy through music.	3-Year Old: Joins in class exploration of musical
onorgy unough muoio.	instruments; knows and sings songs; uses music across
	learning domains; explores with sound, melody, tone, rhythm,
	beat
	Pre-K: Joins in class exploration of musical instruments;
	knows some musical concepts such as volume, speed,
	melody, tone, rhythm, notes, etc.
2. Use their body to move to music	CCA 21-3 Explores Movement and Dance
and express themselves.	3-Year Old: Participates in dance or creative movement
	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
a. Move to different patterns of beat	CCA 21-2 Explores Music
and rhythm in music.	3-Year Old: Joins in class exploration of musical
,	instruments; knows and sings songs; uses music across
	learning domains; explores with sound, melody, tone, rhythm,
	beat
	<u>Pre-K:</u> Joins in class exploration of musical instruments;
	knows some musical concepts such as volume, speed,
	melody, tone, rhythm, notes, etc.
b. Use creative movement to	CCA 21-3 Explores Movement and Dance
demonstrate feelings, ideas, and	3-Year Old: Participates in dance or creative movement
concepts.	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
3. Use a variety of media and	CCA 21-1 Explores Art Media
materials to create drawings,	3-Year Old: Uses a variety of art materials and media to
pictures, or other objects.	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
	and art events; shares opinions, likes, and dislikes
a. Use a variety of materials and	CCA 21-1 Explores Art Media
techniques to make art creations.	3-Year Old: Uses a variety of art materials and media to
	convey an idea; creates something different from what other
	children create

	Pre-K: 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. Recognize and name colors (e.g.,	LC 7-4 Expands Vocabulary
red, orange, yellow, green, blue,	3-Year Old: Correctly names common objects used in the
purple, black, white, brown).	classroom, such as colors, shapes, animals in photos, etc.;
	shows continuous growth in number of words or signs used
	in conversation with others; asks meanings of words Pre-K: Asks questions about new words; uses new words on
	a regular basis; shows growth in number of words or signs
	used in conversation with others; asks meanings of words;
	understands that some words mean the same thing and
	some words are opposites (e.g., house/home and big/little)
c. Create works that reflect	CCA 21-1 Explores Art Media
experiences or objects.	3-Year Old: Uses a variety of art materials and media to
experiences of objects.	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
	and art events; shares opinions, likes, and dislikes
d. Use basic art tools (e.g., glue, clay,	CCA 21-1 Explores Art Media
markers, scissors, paintbrushes, and	3-Year Old: Uses a variety of art materials and media to
crayons).	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
a Compare toytures (rough/smooth)	and art events; shares opinions, likes, and dislikes
e. Compare textures (rough/smooth).	CCA 21-1 Explores Art Media 3-Year Old: Uses a variety of art materials and media to
	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
	and art events; shares opinions, likes, and dislikes
f. Talk to others about his/her art.	CCA 21-1 Explores Art Media
	3-Year Old: Uses a variety of art materials and media to
	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
4 Doubles a society of consta	and art events; shares opinions, likes, and dislikes
4. Portray a variety of events,	CCA 21-4 Participates in Dramatic Play
characters, or stories through drama,	3-Year Old: Engages in more elaborate pretend play with
props and language.	friends using props and/or dress-up clothes; learns about social roles and relationships through role-play
	Pre-K: Learns about social roles and relationships through
	role-play; expands ideas in creative ways; communicates
	creative ideas to friends and teachers
a. Identify and express ideas,	CCA 21-4 Participates in Dramatic Play
information, and feelings through	3-Year Old: Engages in more elaborate pretend play with
dramatic art (e.g., telling stories,	friends using props and/or dress-up clothes; learns about
, ,	social roles and relationships through role-play
make believe).	

	Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
b. Use dialogue, actions, and objects to tell a story.	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
c. Assume roles in dramatic play situations characters, or stories through drama, props and language.	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers
d. Show appreciation of the dramatizations of others.	CCA 21-4 Participates in Dramatic Play 3-Year Old: Engages in more elaborate pretend play with friends using props and/or dress-up clothes; learns about social roles and relationships through role-play Pre-K: Learns about social roles and relationships through role-play; expands ideas in creative ways; communicates creative ideas to friends and teachers

Physical/Health & Safety	
Standard 1: The child develops fine	
and gross motor coordination (small	
and large muscle)	
Preschool Foundational Standards	
Exhibits fine motor coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation
(small muscle).	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay Pre-K: Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
a. Manipulates and explores objects:	PMP 18-1 Develops Dexterity and In-Hand Manipulation
	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay
	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
i. Builds with a variety of blocks.	PMP 18-1 Develops Dexterity and In-Hand Manipulation
	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings large beads; cuts with scissors; creases paper; plays with dough and clay

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	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-handedness
ii. Makes line, circles, or scribbles	LKS 9-1 Develops Emergent Writing
with writing tools.	3-Year Old: Draws simple shapes, such as circles and
with writing tools.	squares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
	describing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
iii. Manipulates small pieces or	materials; shows awareness that a word is made up of letters PMP 18-2 Develops Fine Hand-Eye Coordination
· ·	3-Year Old: Demonstrates increasing ability to complete fine
objects (e.g., puzzle pieces, Unifix	motor activities, such as putting jumbo puzzles together or
cubes, pop beads, lacing, and	stringing beads
pegboards, etc.).	Pre-K: Works with fine motor manipulatives, such as jigsaw
	puzzles or beads; ties knots and loops; uses a keyboard
v. Tears paper into small pieces.	PMP 18-1 Develops Dexterity and In-Hand Manipulation
	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay
	<u>Pre-K:</u> Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-
	handedness
2. Exhibits gross motor coordination	PMP 17-5 Develops Large Motor Coordination Skills
(large muscle).	3-Year Old: Goes upstairs and downstairs without help; can
(va.geaesis)	pedal a tricycle; participates in increasingly strenuous
	physical activities indoors and outdoors
	Pre-K: 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
a. Participates in activities that	PMP 17-1 Develops Perception & Balance
develop control and balance during	3-Year Old: Stands on 1 foot for about 3 seconds; jumps
movements that move the child from	with two feet
one place to another (locomotor; e.g.,	Pre-K: Stands on 1 foot for about 6 seconds; does a front roll
walks forward in a straight line, hops,	(somersault); walks backwards without losing balance; walks
runs, and jumps over low objects).	heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot
b. Participates in activities that	PMP 17-1 Develops Perception & Balance
develop coordination and balance in	3-Year Old: Stands on 1 foot for about 3 seconds; jumps
movements that do not move the	with two feet
child from one place to another (non-	Pre-K: Stands on 1 foot for about 6 seconds; does a front roll
locomotor; e.g., balances on one	(somersault); walks backwards without losing balance; walks
foot, moves body parts in isolation).	heel-to-toe, on tiptoe, and on a straight line; can walk on a
c. Participates in activities that	balance board; hops on one foot PMP 17-5 Develops Large Motor Coordination Skills
<u> </u>	3-Year Old: Goes upstairs and downstairs without help; can
develop control of large muscles to	pedal a tricycle; participates in increasingly strenuous
manipulate objects (e.g., throws,	physical activities indoors and outdoors
catches, and kicks balls; rides	Pre-K: Walks up and down stairs with alternating feet; can
wheeled toys).	pedal a tricycle, climb a ladder, and or swing without

	assistance; can kick, throw, bounce or catch a ball; skips or
	claps
d. Participates in activities that	PMP 17-1 Develops Perception & Balance
develop control of body movement	3-Year Old: Stands on 1 foot for about 3 seconds; jumps
through space (e.g., runs and stops,	with two feet
changes direction while in motion,	Pre-K: Stands on 1 foot for about 6 seconds; does a front roll
moves in response to a cue, and	(somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a
dances).	balance board; hops on one foot
Kindergarten Readiness Standards	Salarios scara, riopo en ene rect
Exhibits fine motor coordination	PMP 18-1 Develops Dexterity and In-Hand Manipulation
(small muscle).	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay
	Pre-K: Holds a crayon or marker using a tripod grasp; strings
	beads; cuts with scissors; has established right- or left- handedness
a. Demonstrates a more precise	PMP 18-1 Develops Dexterity and In-Hand Manipulation
control needed to use everyday	Skills
objects:	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay
	Pre-K: Holds a crayon or marker using a tripod grasp; strings
	beads; cuts with scissors; has established right- or left- handedness
i. Can use wrist, hand, and fingers to	PMP 18-1 Develops Dexterity and In-Hand Manipulation
turn objects such as screw lids.	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay
	Pre-K: Holds a crayon or marker using a tripod grasp; strings
	beads; cuts with scissors; has established right- or left- handedness
ii. Can use fingers to button and zip.	PMP 18-2 Develops Fine Hand-Eye Coordination
	3-Year Old: Demonstrates increasing ability to complete fine
	motor activities, such as putting jumbo puzzles together or
	stringing beads
	<u>Pre-K:</u> Works with fine motor manipulatives, such as jigsaw puzzles or beads; ties knots and loops; uses a keyboard
iii. Coordinates finger and wrist	PMP 18-1 Develops Dexterity and In-Hand Manipulation
movement to control scissors.	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay
	Pre-K: Holds a crayon or marker using a tripod grasp; strings beads; cuts with scissors; has established right- or left-
	handedness
iv. Can use a single finger to push a	PMP 18-1 Develops Dexterity and In-Hand Manipulation
button.	Skills
	3-Year Old: Works with buttons, snaps, levers, etc.; strings
	large beads; cuts with scissors; creases paper; plays with
	dough and clay

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	Pre-K: Holds a crayon or marker using a tripod grasp; strings
	beads; cuts with scissors; has established right- or left-
11.11 9 1 0 9	handedness
v. Holds a pencil and other writing	LKS 9-1 Develops Emergent Writing
tools with a mature pincer grasp	3-Year Old: Draws simple shapes, such as circles and
(thumb to index finger grasp).	squares; copies letters and designs; can trace dot letters;
	shows interest in written expression through scribbling and
	describing what was "written"
	Pre-K: Prints own name, either through tracing, copying, or
	writing independently and may make mistakes; attempts to
	copy simple words from classroom labels and other
	materials; shows awareness that a word is made up of letters
b. Demonstrates eye-hand	PMP 18-2 Develops Fine Hand-Eye Coordination
coordination:	3-Year Old: Demonstrates increasing ability to complete fine
	motor activities, such as putting jumbo puzzles together or
	stringing beads
	Pre-K: Works with fine motor manipulatives, such as jigsaw
	puzzles or beads; ties knots and loops; uses a keyboard
i. Can coordinate hands to pour from	PMP 18-2 Develops Fine Hand-Eye Coordination
one object to another.	3-Year Old: Demonstrates increasing ability to complete fine
	motor activities, such as putting jumbo puzzles together or
	stringing beads
	Pre-K: Works with fine motor manipulatives, such as jigsaw
	puzzles or beads; ties knots and loops; uses a keyboard
ii. Can strike at a stationary object.	PMP 18-2 Develops Fine Hand-Eye Coordination
	3-Year Old: Demonstrates increasing ability to complete fine
	motor activities, such as putting jumbo puzzles together or
	stringing beads
	Pre-K: Works with fine motor manipulatives, such as jigsaw
	puzzles or beads; ties knots and loops; uses a keyboard
iii. Coordinates arm and hand	CCA 21-1 Explores Art Media
movements to create art.	3-Year Old: Uses a variety of art materials and media to
	convey an idea; creates something different from what other
	children create
	Pre-K: Uses a variety of art materials independently to
	create original artwork; appreciates artistic creations of others
0.5133	and art events; shares opinions, likes, and dislikes
2. Exhibits gross motor coordination	PMP 17-5 Develops Large Motor Coordination Skills
(large muscle).	3-Year Old: Goes upstairs and downstairs without help; can
	pedal a tricycle; participates in increasingly strenuous
	physical activities indoors and outdoors
	Pre-K: 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
a Demonstrates control and balance	Claps DMD 47.4 Develops Percention 9 Pelance
a. Demonstrates control and balance	PMP 17-1 Develops Perception & Balance
during movements that move the	3-Year Old: Stands on 1 foot for about 3 seconds; jumps with two feet
child from one place to another	
(locomotor; e.g., walks forward in a	Pre-K: Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks
straight line, hops, runs, and jumps	heel-to-toe, on tiptoe, and on a straight line; can walk on a
over low objects).	balance board; hops on one foot
b. Demonstrates coordination and	PMP 17-1 Develops Perception & Balance
	FINE 11-1 Develops refueblion & Dalatice
balance in movements that do not	

move the child from one place to another (non-locomotor; e.g., balances on one foot, moves body parts in isolation). c. Demonstrates control of large muscles to manipulate objects (e.g., throws, catches and kicks balls; rides wheeled toys).	3-Year Old: Stands on 1 foot for about 3 seconds; jumps with two feet Pre-K: Stands on 1 foot for about 6 seconds; does a front roll (somersault); walks backwards without losing balance; walks heel-to-toe, on tiptoe, and on a straight line; can walk on a balance board; hops on one foot PMP 17-5 Develops Large Motor Coordination Skills 3-Year Old: Goes upstairs and downstairs without help; can pedal a tricycle; participates in increasingly strenuous physical activities indoors and outdoors Pre-K: 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
d. Exhibits control of body movement through space (e.g., runs and stops, changes direction while in motion, moves in response to a cue, and dances).	PMP 17-1 Develops Perception & Balance 3-Year Old: Stands on 1 foot for about 3 seconds; jumps with two feet Pre-K: 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
Standard 2: The child develops an understanding of health and safety	
Preschool Foundational Standards	
Shows independence in personal care.	PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K: 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
a. Participates in personal hygiene and care.	PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K: 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
2. Participates in self-selected or	PMP 17-6 Develops Stamina for Extended Awake Periods
organized activities that enhance physical fitness.	and Play Times 3-Year Old: Is able to play for longer periods of time without needing to rest Pre-K: Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of exercise
	SED 6-3 Cooperates with Peers

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a. Demonstrates awareness that	3-Year Old: Cooperates with other children in play and daily activities and routines; may attempt a compromise to resolve
personal boundaries exist.	conflict; is beginning to role-play in games; is learning to take
	turns
	Pre-K: Engages in play that requires cooperation with other
	children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
	CM 12-2 Develops Spatial Awareness
	3-Year Old: Understands conditional locations such as
	over/under, inside/outside, in front/behind
	Pre-K: 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. Uses movement to show ideas and	CCA 21-3 Explores Movement and Dance
feelings.	3-Year Old: Participates in dance or creative movement
1.0090.	activities
	Pre-K: Begins to show individual expression in creative
	movement activities
c. Eats foods from a variety of food	PMP 20-1 Learns about Nutrition
groups.	3-Year Old: Is learning the role of food and nutrition in daily
	routines; tries different kinds of nutritious foods
	Pre-K: 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
3. Practices safety procedures.	PMP 20-2 Learns Safety Rules
3. Practices safety procedures.	3-Year Old: Is learning in a safe environment where
3. Practices safety procedures.	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands &
3. Practices safety procedures.	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when
3. Practices safety procedures.	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted
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, ,	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
a. Begins to learn outdoor and indoor	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules
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a. Begins to learn outdoor and indoor	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands &
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a. Begins to learn outdoor and indoor safety rules.	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety
a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards 1. Shows independence in personal	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 19-2 Develops Self-Care Skills
a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions
a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards 1. Shows independence in personal	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and
a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards 1. Shows independence in personal	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth;
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a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards 1. Shows independence in personal	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K: Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth;
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a. Begins to learn outdoor and indoor safety rules. Kindergarten Readiness Standards 1. Shows independence in personal	3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 20-2 Learns Safety Rules 3-Year Old: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions when prompted Pre-K: Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety rules; follows teacher's instructions PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth; mostly independent with dressing, including pulling up pants, putting on shoes, and putting on coat Pre-K: Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth;

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a. Develops independence in personal hygiene and care.	PMP 19-2 Develops Self-Care Skills 3-Year Old: Understands and can complete health and safety routines, such as washing hands and brushing teeth;
	mostly independent with dressing, including pulling up pants,
	putting on shoes, and putting on coat
	<u>Pre-K:</u> Knows to wash hands with soap before eating, after toileting, and after wiping nose; independently brushes teeth;
	shows preference for certain clothing and prefers to dress
	and undress self; able to zip, button, and snap; may be able
	to tie shoes
Participates in self-selected or	PMP 17-6 Develops Stamina for Extended Awake Periods
organized activities that enhance	and Play Times
physical fitness.	3-Year Old: Is able to play for longer periods of time without
	needing to rest
	<u>Pre-K:</u> Can play for up to an hour of gross motor activity; is graduating off afternoon nap; understands the importance of
	exercise
a. Plays outdoor games.	PMP 17-6 Develops Stamina for Extended Awake Periods
g	and Play Times
	3-Year Old: Is able to play for longer periods of time without
	needing to rest
	Pre-K: Can play for up to an hour of gross motor activity; is
	graduating off afternoon nap; understands the importance of exercise
b. Uses outdoor equipment	ATL 2-2 Shows Responsibility
appropriately.	3-Year Old: Follows adult directives; follows class rules;
арргорпатегу.	does not damage materials intentionally; is able to handle
	consequences from own actions, such as a re-direction,
	removal of an object, or revocation of a privilege
	Pre-K: 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
c. Begins to maintain personal	SED 6-3 Cooperates with Peers
boundaries while participating in	3-Year Old: Cooperates with other children in play and daily
movement activities.	activities and routines; may attempt a compromise to resolve
	conflict; is beginning to role-play in games; is learning to take
	turns
	<u>Pre-K:</u> Engages in play that requires cooperation with other children, including games with rules; recognizes negative
	behaviors in self, others or stories; is able to compromise in a
	group setting to resolve conflict; uses constructive language
	CM 12-2 Develops Spatial Awareness
	3-Year Old: Understands conditional locations such as
	over/under, inside/outside, in front/behind
	Pre-K: 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
d. Uses movement to express ideas	CCA 21-3 Explores Movement and Dance
and feelings.	3-Year Old: Participates in dance or creative movement
-	activities

	Pre-K: Begins to show individual expression in creative
	movement activities
e. Eats foods from a variety of food	PMP 20-1 Learns about Nutrition
groups.	3-Year Old: Is learning the role of food and nutrition in daily
	routines; tries different kinds of nutritious foods
	Pre-K: 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
2 Prostigge sefety procedures	
3. Practices safety procedures.	PMP 20-2 Learns Safety Rules
	3-Year Old: Is learning in a safe environment where
	caregivers are modeling safe behaviors; understands &
	follows safety rules; follows teacher's instructions when prompted
	Pre-K: Is learning in a safe environment where caregivers
	are modeling safe behaviors; understands & follows safety
	rules; follows teacher's instructions
a. Follows outdoor and indoor safety	PMP 20-2 Learns Safety Rules
rules.	3-Year Old: Is learning in a safe environment where
Tules.	caregivers are modeling safe behaviors; understands &
	follows safety rules; follows teacher's instructions when
	prompted
	Pre-K: Is learning in a safe environment where caregivers
	are modeling safe behaviors; understands & follows safety
	rules; follows teacher's instructions
b. Begins to identify helpful and	PMP 20-1 Learns about Nutrition
harmful substances to the body.	3-Year Old: Is learning the role of food and nutrition in daily
	routines; tries different kinds of nutritious foods
	Pre-K: 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
	PMP 20-2 Learns Safety Rules
	3-Year Old: Is learning in a safe environment where
	caregivers are modeling safe behaviors; understands &
	follows safety rules; follows teacher's instructions when
	prompted
	<u>Pre-K:</u> Is learning in a safe environment where caregivers are modeling safe behaviors; understands & follows safety
	rules; follows teacher's instructions
	Tules, lollows teacher's instructions

DISCLAIMER:

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

contact@lifecubby.me