



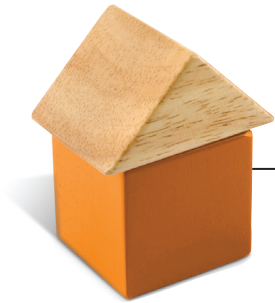
Alignment of

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The Creative Curriculum®  
*for* Family Child Care

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WITH

**Alignment of *The Creative Curriculum*<sup>®</sup> for Family Child Care**  
**With**  
***Ohio Early Learning and Development Standards***

This document aligns the content in the *Ohio Early Learning and Development Standards* with the goals and ideals of *The Creative Curriculum*<sup>®</sup> for Family Child Care. *The Creative Curriculum*<sup>®</sup> for Family Child Care is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

**References**

- Ohio Department of Education. (2012). *Ohio early learning and development standards*. Ohio: Author. Retrieved from <http://earlychildhoodohio.org/elds.php>
- Teaching Strategies, LLC. (2009). *The Creative Curriculum*<sup>®</sup> for Family Child Care. Washington, DC: Author.

<i>Ohio Early Learning and Development Standards</i>	<i>How The Creative Curriculum® for Family Child Care meets Ohio Early Learning and Development Standards</i>
<b>Social-Emotional Development</b>	
<b>Infants (Birth - 8 months)</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Self-Concept</b>	
Begin to understand self as a separate person from others.	Demonstrates knowledge about self
<b>Self-Comforting</b>	
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Regulates own emotions and behaviors Manages feelings
<b>Self-Regulation</b>	
Express and act on impulses.	Regulates own emotions and behaviors Takes care of own needs appropriately  Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Sense of Competence</b>	
Act in ways to make things happen.	Demonstrates positive approaches to learning Shows curiosity and motivation

<b>Relationships</b>	
<b>Attachment</b>	
Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Establishes and sustains positive relationships Forms relationships with adults
<b>Interactions with Adults</b>	
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults
<b>Peer Interactions and Relationships</b>	
Show interest in other children.	Establishes and sustains positive relationships Interacts with peers
Repeat actions that elicit social responses from others.	Demonstrates positive approaches to learning Persists
<b>Empathy</b>	
React to emotional expressions of others.	Establishes and sustains positive relationships Responds to emotional cues

<b>Young Toddlers (6-18 months)</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Self-Concept</b>	
Recognize self as a unique person with thoughts, feelings and distinct characteristics.	Demonstrates knowledge about self
<b>Self-Comforting</b>	
Comfort self in a variety of ways.	Regulates own emotions and behaviors Manages feelings
<b>Self-Regulation</b>	
Respond positively to limits and choices offered by adults to help guide behavior.	Regulates own emotions and behaviors Follows limits and expectations
<b>Sense of Competence</b>	
Show a sense of satisfaction when making things happen.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Relationships</b>	
<b>Attachment</b>	
Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time.	Establishes and sustains positive relationships Forms relationships with adults
Seek close proximity to familiar adults for security and support, especially when distressed.	Establishes and sustains positive relationships Forms relationships with adults
Imitate familiar adults.	Demonstrates positive approaches to learning Solves problems
Initiate play with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults

<b>Interactions with Adults</b>	
Participate in routines and experiences that involve back and forth interaction with familiar adults.	Regulates own emotions and behaviors Manages feelings
<b>Peer Interactions and Relationships</b>	
Participate in simple back and forth interactions with peers for short periods of time.	Establishes and sustains positive relationships Interacts with peers
<b>Empathy</b>	
Demonstrate awareness of the feelings expressed by others.	Establishes and sustains positive relationships Responds to emotional cues

<b>Older Toddlers (16 - 36 months)</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Self-Concept</b>	
Show awareness of themselves as belonging to one or more groups.	Demonstrates knowledge about self
Identify own feelings, needs and interests.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Self-Comforting</b>	
Anticipate the need for comfort and try to prepare for changes in routine.	Regulates own emotions and behaviors Manages feelings
<b>Self-Regulation</b>	
With modeling and support, manage actions and emotional expressions.	Regulates own emotions and behaviors Manages feelings
<b>Sense of Competence</b>	
Recognize own abilities and express satisfaction when demonstrating them to others.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Relationships</b>	
<b>Attachment</b>	
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	Establishes and sustains positive relationships Forms relationships with adults
Seek security and support from familiar adults when distressed.	Establishes and sustains positive relationships Forms relationships with adults
<b>Interactions with Adults</b>	
Interact with familiar adults in a variety of ways.	Establishes and sustains positive relationships Forms relationships with adults

Seek assistance from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults
Demonstrate early signs of interest in unfamiliar adults.	Establishes and sustains positive relationships Forms relationships with adults
<b>Peer Interactions and Relationships</b>	
Engage in associative play with peers.	Establishes and sustains positive relationships Interacts with peers
With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others
<b>Empathy</b>	
Demonstrate awareness that others have feelings.	Establishes and sustains positive relationships Responds to emotional cues
Respond in caring ways to another's distress in some situations.	Establishes and sustains positive relationships Responds to emotional cues



<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Self</b>	
<b>Awareness and Expression of Emotion</b>	
Recognize and identify own emotions and the emotions of others.	Establishes and sustains positive relationships Responds to emotional cues
Communicate a range of emotions in socially accepted ways.	Regulates own emotions and behaviors Manages feelings
<b>Self-Concept</b>	
Identify the diversity in human characteristics and how people are similar and different.	Shows basic understanding of people and how they live
Compare own characteristics to those of others.	Demonstrates knowledge about self
<b>Self-Regulation</b>	
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	Regulates own emotions and behaviors Manages feelings
Demonstrate the ability to delay gratification for short periods of time.	Regulates own emotions and behaviors Manages feelings
With modeling and support, show awareness of the consequences for his/her actions.	Regulates own emotions and behaviors Follows limits and expectations
<b>Sense of Competence</b>	
Show confidence in own abilities and accomplish routine and familiar tasks independently.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Relationships</b>	
<b>Attachment</b>	
Express affection for familiar adults.	Establishes and sustains positive relationships Forms relationships with adults
Seek security and support from familiar adults in anticipation of challenging situations.	Establishes and sustains positive relationships Forms relationships with adults
Separate from familiar adults in a familiar setting with minimal distress.	Establishes and sustains positive relationships Forms relationships with adults
<b>Interactions with Adults</b>	
Engage in extended, reciprocal conversations with familiar adults.	Establishes and sustains positive relationships Forms relationships with adults
Request and accept guidance from familiar adults.	Establishes and sustains positive relationships Forms relationships with adults
<b>Peer Interactions and Relationships</b>	
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	Establishes and sustains positive relationships Interacts with peers  Uses symbols and images to represent something not present Engages in sociodramatic play
Demonstrate socially competent behavior with peers.	Establishes and sustains positive relationships Interacts with peers
With modeling and support, negotiate to resolve social conflicts with peers.	Participates cooperatively and constructively in group situations Solves social problems
<b>Empathy</b>	
Express concern for the needs of others and people in distress.	Establishes and sustains positive relationships Responds to emotional cues
Show regard for the feelings of other living things.	Establishes and sustains positive relationships Responds to emotional cues

<b>Approaches Toward Learning</b>	
<b>Infants (Birth - 8 months)</b>	
<b>Initiative Topic:</b>	
<b>Initiative and Curiosity</b>	
Show interest in people and objects.	Demonstrates positive approaches to learning Attends and engages
<b>Planning, Action and Reflection</b>	
Act on the environment to meet needs or interests.	Demonstrates positive approaches to learning Shows curiosity and motivation
Respond to people and objects in their immediate environment based on past experience.	Remembers and connects experiences Recognizes and recalls
<b>Engagement and Persistence</b>	
<b>Attention</b>	
Demonstrate awareness of happenings in surroundings.	Demonstrates positive approaches to learning Attends and engages
<b>Persistence</b>	
Attempt to reproduce interesting and pleasurable effects and events.	Demonstrates positive approaches to learning Persists
<b>Creativity</b>	
<b>Innovation and Invention</b>	
Make discoveries about self, others, and the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Expression of Ideas and Feelings through the Arts</b>	
Demonstrate preferences, pleasure or displeasure when interacting with various media.	Demonstrates positive approaches to learning Shows curiosity and motivation

<b>Young Toddlers (6-18 months)</b>	
<b>Initiative Topic:</b>	
<b>Initiative and Curiosity</b>	
Explore the environment through a variety of sensory-motor activity.	Demonstrates positive approaches to learning Shows curiosity and motivation
Practice new skills with enthusiasm.	Demonstrates positive approaches to learning Shows curiosity and motivation
Demonstrate a willingness to try new activities and experiences.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Planning, Action and Reflection</b>	
Use a variety of ways to meet simple goals.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking
Approach tasks with repeated trial and error.	Demonstrates positive approaches to learning Persists
<b>Engagement and Persistence</b>	
<b>Attention</b>	
Focus on an activity but is easily distracted.	Demonstrates positive approaches to learning Attends and engages
<b>Persistence</b>	
Repeat actions intentionally to achieve goal.	Demonstrates positive approaches to learning Persists
<b>Creativity</b>	
<b>Innovation and Invention</b>	
Use objects in new ways.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking

Expression of Ideas and Feelings through the Arts	
Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking  Remembers and connects experiences Makes connections

<b>Older Toddlers (16 - 36 months)</b>	
<b>Initiative Topic:</b>	
<b>Initiative and Curiosity</b>	
Experiment in the environment with purpose.	Demonstrates positive approaches to learning Shows curiosity and motivation
Ask questions to gain information.	Demonstrates positive approaches to learning Solves problems
<b>Planning, Action and Reflection</b>	
Make choices to achieve a desired goal.	Demonstrates positive approaches to learning Solves problems
Use previous learning to inform new experiences with people and objects in their environment.	Remembers and connects experiences Makes connections
<b>Engagement and Persistence</b>	
<b>Attention</b>	
Focus on an activity for short periods of time despite distractions.	Demonstrates positive approaches to learning Attends and engages
<b>Persistence</b>	
Engage in self-initiated activities for sustained periods of time.	Demonstrates positive approaches to learning Attends and engages
<b>Creativity</b>	
<b>Innovation and Invention</b>	
Use materials in new and unconventional ways.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking
<b>Expression of Ideas and Feelings through the Arts</b>	
Use self-selected materials and media to express ideas and feelings.	Uses symbols and images to represent something not present Thinks symbolically

<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Initiative Topic:</b>	
<b>Initiative and Curiosity</b>	
Seek new and varied experiences and challenges (take risks).	Demonstrates positive approaches to learning Shows curiosity and motivation
Demonstrate self-direction while participating in a range of activities and routines.	Regulates own emotions and behaviors Takes care of own needs appropriately
Ask questions to seek explanations about phenomena of interest.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Planning, Action and Reflection</b>	
Develop, initiate and carry out simple plans to obtain a goal.	Demonstrates positive approaches to learning Solves problems
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	Remembers and connects experiences Makes connections
<b>Engagement and Persistence</b>	
<b>Attention</b>	
Focus on an activity with deliberate concentration despite distractions.	Demonstrates positive approaches to learning Attends and engages
<b>Persistence</b>	
Carry out tasks, activities, projects or experiences from beginning to end.	Demonstrates positive approaches to learning Persists
Focus on the task at hand even when frustrated or challenged.	Demonstrates positive approaches to learning Persists
<b>Creativity</b>	
<b>Innovation and Invention</b>	
Use imagination and creativity to interact with objects and materials.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking
Use creative and flexible thinking to solve problems.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking

Engage in inventive social play.	Uses symbols and images to represent something not present Engages in sociodramatic play
<b>Expression of Ideas and Feelings through the Arts</b>	
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	Uses symbols and images to represent something not present Thinks symbolically
Express interest in and show appreciation for the creative work of others.	Explores the visual arts



<b>Physical Well-Being and Motor Development</b>	
<b>Infants (Birth - 8 months)</b>	
<b>Motor Development</b>	
<b>Large Muscle, Balance and Coordination</b>	
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Demonstrates balancing skills
<b>Small Muscle: Touch Grasp, Reach, Manipulate</b>	
Transfer a toy from one hand to another by reaching, grasping and releasing.	Demonstrates fine-motor strength and coordination Uses fingers and hands
<b>Oral-Motor</b>	
Use mouth and tongue to explore objects.	Demonstrates positive approaches to learning Shows curiosity and motivation
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Sensory Motor</b>	
Use senses and movement to explore immediate surroundings.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Show awareness of own body.	Demonstrates knowledge about self
<b>Physical Activity</b>	
Interact with adults in physical activities.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Nutrition</b>	
Express when hungry or full.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Self-Help</b>	
Demonstrate emerging participation in dressing.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Young Toddlers (6-18 months)</b>	
<b>Motor Development</b>	
<b>Large Muscle, Balance and Coordination</b>	
Move with increasing coordination and balance, with or without adult support and/or assistive device.	Demonstrates balancing skills
<b>Small Muscle: Touch Grasp, Reach, Manipulate</b>	
Use both hands together to accomplish a task.	Demonstrates fine-motor strength and coordination Uses fingers and hands
<b>Oral-Motor</b>	
Take and chew small bites/pieces of finger food.	Demonstrates fine-motor strength and coordination Uses fingers and hands
<b>Sensory Motor</b>	
Coordinate senses with movement.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Point to basic body parts when asked.	Demonstrates knowledge about self
<b>Physical Activity</b>	
Using simple movement skills, participate in active physical play.	Demonstrates traveling skills
<b>Nutrition</b>	
Follow a regular eating routine.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Self-Help</b>	
With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Safety Practices</b>	
Follow adult intervention/guidance regarding safety.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Older Toddlers (16 - 36 months)</b>	
<b>Motor Development</b>	
<b>Large Muscle, Balance and Coordination</b>	
Use locomotor skills with increasing coordination and balance.	Demonstrates balancing skills
Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	Demonstrates balancing skills
<b>Small Muscle: Touch Grasp, Reach, Manipulate</b>	
Coordinate the use of arms, hands and fingers to accomplish tasks.	Demonstrates fine-motor strength and coordination Uses fingers and hands
<b>Oral-Motor</b>	
Take bites from whole foods and coordinate chewing and swallowing.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Sensory Motor</b>	
Use sensory information to guide movement to accomplish tasks.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Name, point to and move body parts when asked.	Demonstrates knowledge about self
<b>Physical Activity</b>	
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Demonstrates traveling skills
<b>Nutrition</b>	
Make simple food choices, has food preferences and demonstrate willingness to try new foods.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Self-Help</b>	
With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately

Safety Practices	
Cooperate and/or stop a behavior in response to a direction regarding safety.	Regulates own emotions and behaviors Takes care of own needs appropriately
Use adults as resources when needing help in potentially unsafe or dangerous situations.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Motor Development</b>	
<b>Large Muscle, Balance and Coordination</b>	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	Demonstrates traveling skills
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	Demonstrates traveling skills Demonstrates gross-motor manipulative skills
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	Demonstrates balancing skills
Demonstrate spatial awareness in physical activity or movement.	Demonstrates traveling skills
<b>Small Muscle: Touch Grasp, Reach, Manipulate</b>	
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	Demonstrates fine-motor strength and coordination Uses fingers and hands
Use classroom and household tools independently with eye-hand coordination to carry out activities.	Demonstrates fine-motor strength and coordination Uses fingers and hands
<b>Oral-Motor</b>	
Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	Uses language to express thoughts and needs Speaks clearly
<b>Sensory Motor</b>	
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	Demonstrates positive approaches to learning Attends and engages

<b>Physical Well-Being</b>	
<b>Body Awareness</b>	
Identify and describe the function of body parts.	Demonstrates knowledge about self
<b>Physical Activity</b>	
Participate in structured and unstructured active physical play exhibiting strength and stamina.	Demonstrates traveling skills
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Nutrition</b>	
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	Regulates own emotions and behaviors Takes care of own needs appropriately
Distinguish nutritious from non-nutritious foods.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Self-Help</b>	
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	Regulates own emotions and behaviors Takes care of own needs appropriately
Follow basic health practices.	Regulates own emotions and behaviors Takes care of own needs appropriately
<b>Safety Practices</b>	
With modeling and support, identify and follow basic safety rules.	Regulates own emotions and behaviors Takes care of own needs appropriately
Identify ways adults help to keep us safe.	Regulates own emotions and behaviors Takes care of own needs appropriately
With modeling and support, identify the consequences of unsafe behavior.	Regulates own emotions and behaviors Takes care of own needs appropriately
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	Regulates own emotions and behaviors Takes care of own needs appropriately
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Cognitive Development and General Knowledge</b>	
<b>Infants (Birth - 8 months)</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	Remembers and connects experiences Recognizes and recalls
Mirror simple actions and facial expressions of others previously experienced.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking
Anticipates next steps in simple familiar routines and games.	Remembers and connects experiences Makes connections
<b>Symbolic Thought</b>	
Explore real objects, people and actions.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Reasoning and Problem-Solving</b>	
Actively use the body to find out about the world.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Mathematics</b>	
<b>Number Sense</b>	
<b>Number Sense and Counting</b>	
Explore objects and attend to events in the environment.	Demonstrates positive approaches to learning Attends and engages
<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Explore objects and attend to events in the environment.	Demonstrates positive approaches to learning Attends and engages
<b>Algebra</b>	
<b>Group and Categorize</b>	
Notice differences between familiar and unfamiliar people, objects and places.	Compares and measures

<b>Patterning</b>	
Imitate repeated movements.	Demonstrates knowledge of patterns
<b>Measurement and Data</b>	
<b>Describe and Compare Measureable Attributes</b>	
Explore properties of objects.	Uses classification skills Demonstrates knowledge of the physical properties of objects and materials
<b>Geometry</b>	
<b>Spatial Relationships</b>	
Explore the properties of objects.	Demonstrates knowledge of the physical properties of objects and materials
<b>Social Studies</b>	
<b>Self</b>	
<b>Social Identity</b>	
Show awareness of self and awareness of other people.	Demonstrates knowledge about self Shows basic understanding of people and how they live
<b>Science</b>	
<b>Science Inquiry and Application</b>	
<b>Inquiry</b>	
Examine objects with lips and tongue.	Demonstrates positive approaches to learning Shows curiosity and motivation
Observe, hold, touch and manipulate objects.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Cause and Effect</b>	
Use simple actions to make things happen.	Demonstrates positive approaches to learning Shows curiosity and motivation



<b>Young Toddlers (6-18 months)</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Recall information over a period of time with contextual cues.	Remembers and connects experiences Recognizes and recalls
Mirror and repeat something seen at an earlier time.	Remembers and connects experiences Recognizes and recalls
Anticipate the beginning and ending of activities, songs and stories.	Demonstrates knowledge of patterns
<b>Symbolic Thought</b>	
Use one or two simple actions or objects to represent another in pretend play.	Uses symbols and images to represent something not present Engages in sociodramatic play
<b>Reasoning and Problem-Solving</b>	
With modeling and support, use simple strategies to solve problems.	Demonstrates positive approaches to learning Solves problems
<b>Mathematics</b>	
<b>Number Sense</b>	
<b>Number Sense and Counting</b>	
Pay attention to quantities when interacting with objects.	Uses number concepts and operations Quantifies
<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Notice changes in quantity of objects (especially ones that can be detected visually with ease).	Uses number concepts and operations Quantifies
<b>Algebra</b>	
<b>Group and Categorize</b>	
Match two objects that are the same and select similar objects from a group.	Compares and measures

<b>Patterning</b>	
Participate in adult-initiated movement patterns.	Demonstrates knowledge of patterns
<b>Measurement and Data</b>	
<b>Describe and Compare Measureable Attributes</b>	
Show awareness of the size of objects.	Compares and measures
<b>Geometry</b>	
<b>Spatial Relationships</b>	
Explore how things fit and move in space.	Explores and describes spatial relationships and shapes Understands spatial relationships
<b>Social Studies</b>	
<b>Self</b>	
<b>Social Identity</b>	
Prefer familiar adults and recognize familiar actions and routines.	Establishes and sustains positive relationships Forms relationships with adults
<b>Science</b>	
<b>Science Inquiry and Application</b>	
<b>Inquiry</b>	
Try different things with objects to see what happens or how things work.	Demonstrates positive approaches to learning Shows curiosity and motivation
Observe the physical and natural world around them.	Uses scientific inquiry skills
<b>Cause and Effect</b>	
Purposefully combine actions to make things happen.	Demonstrates positive approaches to learning Shows curiosity and motivation

<b>Older Toddlers (16 - 36 months)</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Recall information over a longer period of time without contextual cues.	Remembers and connects experiences Recognizes and recalls
Reenact a sequence of events accomplished or observed at an earlier time.	Remembers and connects experiences Recognizes and recalls
Anticipate routines.	Demonstrates knowledge of patterns
Link past and present activities.	Remembers and connects experiences Makes connections
<b>Symbolic Thought</b>	
Engage in pretend play involving several sequenced steps and assigned roles.	Uses symbols and images to represent something not present Engages in sociodramatic play
<b>Reasoning and Problem-Solving</b>	
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	Demonstrates positive approaches to learning Solves problems
<b>Mathematics</b>	
<b>Number Sense</b>	
<b>Number Sense and Counting</b>	
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	Uses number concepts and operations Connects numerals with their quantities
Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	Uses number concepts and operations Counts  Uses number concepts and operations Quantifies

<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Demonstrate an understanding that adding to increases the number of objects in the group.	Uses number concepts and operations Quantifies
Place objects in one-to-one correspondence relationships during play.	Uses number concepts and operations Counts
<b>Algebra</b>	
<b>Group and Categorize</b>	
Sort objects into two or more groups by their properties and uses.	Uses classification skills
<b>Patterning</b>	
Copy and anticipate a repeating pattern.	Demonstrates knowledge of patterns
<b>Measurement and Data</b>	
<b>Describe and Compare Measureable Attributes</b>	
Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	Compares and measures
<b>Geometry</b>	
<b>Spatial Relationships</b>	
Demonstrate how things fit together and/or move in space with increasing accuracy.	Explores and describes spatial relationships and shapes Understands spatial relationships
<b>Identify and Describe Shapes</b>	
Recognize basic shapes.	Explores and describes spatial relationships and shapes Understands shapes

<b>Social Studies</b>	
<b>Self</b>	
<b>Social Identity</b>	
Identify self and others as belonging to one or more groups by observable characteristics.	Demonstrates knowledge about self Shows basic understanding of people and how they live
<b>Science</b>	
<b>Science Inquiry and Application</b>	
<b>Inquiry</b>	
Engage in sustained and complex manipulation of objects.	Demonstrates positive approaches to learning Shows curiosity and motivation
Engage in focused observations of objects and events in the environment.	Demonstrates positive approaches to learning Attends and engages
Ask questions about objects and events in the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation
With modeling and support, use simple tools to explore the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation
<b>Cause and Effect</b>	
Demonstrate understanding that events have a cause.	Demonstrates positive approaches to learning Persists
Make predictions.	Uses scientific inquiry skills

<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Cognitive Skills</b>	
<b>Memory</b>	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	Remembers and connects experiences Makes connections
With modeling and support remember and use information for a variety of purposes.	Remembers and connects experiences Recognizes and recalls
Recreate complex ideas, events/situations with personal adaptations.	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking
<b>Symbolic Thought</b>	
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Uses symbols and images to represent something not present Thinks symbolically
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	Uses symbols and images to represent something not present Engages in sociodramatic play
<b>Reasoning and Problem-Solving</b>	
Demonstrate ability to solve everyday problems based upon past experience.	Demonstrates positive approaches to learning Persists
Solve problems by planning and carrying out a sequence of actions.	Demonstrates positive approaches to learning Solves problems
Seek more than one solution to a question, problem or task.	Demonstrates positive approaches to learning Solves problems
Explain reasoning for the solution selected.	Demonstrates positive approaches to learning Solves problems

<b>Mathematics</b>	
<b>Number Sense</b>	
<b>Number Sense and Counting</b>	
Count to 20 by ones with increasing accuracy.	Uses number concepts and operations Counts
Identify and name numerals 1-9.	Uses number concepts and operations Connects numerals with their quantities
Identify without counting small quantities of up to 3 items. (Subitize)	Uses number concepts and operations Quantifies
Demonstrate one-to-one correspondence when counting objects up to 10.	Uses number concepts and operations Counts
Understand that the last number spoken tells the number of objects counted.	Uses number concepts and operations Counts
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.	Uses number concepts and operations Quantifies
<b>Number Relationships and Operations</b>	
<b>Number Relationships</b>	
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	Uses number concepts and operations Quantifies
<b>Algebra</b>	
<b>Group and Categorize</b>	
Sort and classify objects by one or more attributes (e.g., size, shape).	Uses classification skills
<b>Patterning</b>	
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	Demonstrates knowledge of patterns
Create patterns.	Demonstrates knowledge of patterns

<b>Measurement and Data</b>	
<b>Describe and Compare Measureable Attributes</b>	
Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).	Compares and measures
Order objects by measureable attribute (e.g., biggest to smallest, etc.).	Compares and measures
Measure length and volume (capacity) using non-standard or standard measurement tools.	Compares and measures
<b>Data Analysis</b>	
Collect data by categories to answer simple questions.	Uses scientific inquiry skills
<b>Geometry</b>	
<b>Spatial Relationships</b>	
Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.	Explores and describes spatial relationships and shapes Understands shapes
<b>Identify and Describe Shapes</b>	
Understand and use names of shapes when identifying objects.	Explores and describes spatial relationships and shapes Understands shapes
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	Explores and describes spatial relationships and shapes Understands shapes
<b>Analyze, Compare and Create Shapes</b>	
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	Compares and measures
Create shapes during play by building, drawing, etc.	Explores and describes spatial relationships and shapes Understands shapes
Combine simple shapes to form larger shapes.	Explores and describes spatial relationships and shapes Understands shapes



<b>Social Studies</b>	
<b>History</b>	
<b>Historical Thinking and Skills</b>	
Demonstrate an understanding of time in the context of daily experiences.	Explores change related to familiar people or places
Develop an awareness of his/her personal history.	Demonstrates knowledge about self
<b>Heritage</b>	
Develop an awareness and appreciation of family cultural stories and traditions.	Demonstrates knowledge about self
<b>Geography</b>	
<b>Spatial Thinking and Skills</b>	
Demonstrate a beginning understanding of maps as actual representations of places.	Demonstrates simple geographic knowledge
<b>Human Systems</b>	
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	Demonstrates knowledge about self Shows basic understanding of people and how they live
<b>Government</b>	
<b>Civic Participation and Skills</b>	
Understand that everyone has rights and responsibilities within a group.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others
Demonstrate cooperative behaviors and fairness in social interactions.	Participates cooperatively and constructively in group situations Balances needs and rights of self and others
With modeling and support, negotiate to solve social conflicts with peers.	Participates cooperatively and constructively in group situations Solves social problems
With modeling and support, demonstrate an awareness of the outcomes of choices.	Participates cooperatively and constructively in group situations Solves social problems
<b>Rules and Laws</b>	
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	Regulates own emotions and behaviors Takes care of own needs appropriately

<b>Economics</b>	
<b>Scarcity</b>	
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	Shows basic understanding of people and how they live
<b>Production and Consumption</b>	
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	Shows basic understanding of people and how they live
With modeling and support, demonstrate responsible consumption and conservation of resources.	Shows basic understanding of people and how they live
<b>Science</b>	
<b>Science Inquiry and Application</b>	
<b>Inquiry</b>	
Explore objects, materials and events in the environment.	Demonstrates positive approaches to learning Shows curiosity and motivation
Make careful observations.	Uses scientific inquiry skills
Pose questions about the physical and natural environment.	Uses scientific inquiry skills
Engage in simple investigations.	Uses scientific inquiry skills
Describe, compare, sort, classify, and order.	Uses classification skills
Record observations using words, pictures, charts, graphs, etc.	Uses scientific inquiry skills
Use simple tools to extend investigation.	Uses scientific inquiry skills
Identify patterns and relationships.	Demonstrates knowledge of patterns
Make predictions.	Uses scientific inquiry skills
Make inferences, generalizations and explanations based on evidence.	Uses scientific inquiry skills
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	Uses scientific inquiry skills

<b>Earth and Space Science</b>	
<b>Explorations of the Natural World</b>	
With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).	Demonstrates knowledge of Earth's environment
With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.	Demonstrates knowledge of Earth's environment
<b>Physical Science</b>	
<b>Explorations of Energy</b>	
With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the position and motion of objects.	Demonstrates knowledge of the physical properties of objects and materials
With modeling and support, explore the properties and characteristics of sound and light.	Demonstrates knowledge of the physical properties of objects and materials
<b>Life Science</b>	
<b>Explorations of Living Things</b>	
With modeling and support, identify physical characteristics and simple behaviors of living things.	Demonstrates knowledge of the characteristics of living things
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	Demonstrates knowledge of the characteristics of living things
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	Demonstrates knowledge of the characteristics of living things
With modeling and support, recognize similarities and differences between people and other living things.	Demonstrates knowledge of the characteristics of living things

<b>Language and Literacy Development</b>	
<b>Infants (Birth - 8 months)</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	
Attends and responds to language and sounds.	Demonstrates positive approaches to learning Attends and engages
<b>Expressive Language</b>	
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Social Communication</b>	
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Uses appropriate conversational and other communication skills Uses social rules of language
<b>Reading</b>	
<b>Early Reading</b>	
Show interest in books, pictures, songs and rhymes.	Demonstrates knowledge of print and its uses Uses and appreciates books
<b>Reading Comprehension</b>	
Attend and respond when familiar books are read aloud.	Demonstrates knowledge of print and its uses Uses and appreciates books
<b>Phonological Awareness</b>	
Vocalize sounds.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Writing</b>	
<b>Early Writing</b>	
Show ability to transfer and manipulate an object with hands,	Demonstrates fine-motor strength and coordination Uses fingers and hands

<b>Young Toddlers (6-18 months)</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	
Show understanding of simple requests and statements referring to people and objects around him/her.	Listens to and understands increasingly complex language Follows directions
<b>Expressive Language</b>	
Begin to use single words and conventional gestures to communicate with others.	Uses language to express thoughts and needs Speaks clearly
<b>Social Communication</b>	
Participate in and often initiate basic communications with family members or familiar others.	Uses appropriate conversational and other communication skills Engages in conversations
<b>Reading</b>	
<b>Early Reading</b>	
Actively participate in book reading, story-telling, and singing.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
<b>Reading Comprehension</b>	
Point to familiar pictures in books when labeled by adult.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
<b>Print Concepts</b>	
Demonstrate interest in exploring books.	Demonstrates knowledge of print and its uses Uses and appreciates books
<b>Phonological Awareness</b>	
Explore sounds of materials and objects.	Demonstrates positive approaches to learning Attends and engages
Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	Demonstrates positive approaches to learning Attends and engages

<b>Writing</b>	
<b>Early Writing</b>	
Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools

<b>Older Toddlers (16 - 36 months)</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	
Show understanding of requests and statements referring to people, objects, ideas and feelings.	Listens to and understands increasingly complex language Follows directions
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
Understand when words are used in unconventional ways.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Expressive Language</b>	
Combine words to express more complex ideas, or requests.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
With modeling and support, describe experiences with people, places and things.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
Use words that indicate position and direction.	Explores and describes spatial relationships and shapes Understands spatial relationships
<b>Social Communication</b>	
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	Uses appropriate conversational and other communication skills Uses social rules of language
<b>Reading</b>	
<b>Early Reading</b>	
Show an appreciation for reading books, telling stories and singing.	Demonstrates knowledge of print and its uses Uses and appreciates books

<b>Reading Comprehension</b>	
Demonstrate an understanding of the meaning of stories and information in books.	Demonstrates knowledge of print and its uses Uses print concepts
Use pictures to describe and predict stories and information in books.	Comprehends and responds to books and other texts Retells stories
Understand when words are used in unconventional ways during shared reading.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
<b>Print Concepts</b>	
Demonstrate a beginning understanding that print carries meaning.	Demonstrates knowledge of print and its uses Uses print concepts
Distinguishes pictures from letters and words in a text.	Demonstrates knowledge of print and its uses Uses print concepts
<b>Phonological Awareness</b>	
Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	Uses classification skills
<b>Letter and Word Recognition</b>	
With modeling and support recognize familiar logos and environmental print.	Demonstrates knowledge of print and its uses Uses print concepts
With modeling and support, recognize own name in print.	Demonstrates knowledge of the alphabet Identifies and names letters
<b>Writing</b>	
<b>Early Writing</b>	
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools
<b>Writing Application and Composition</b>	
Make marks and “scribble writing” to represent objects and ideas.	Demonstrates emergent writing skills Writes to convey meaning



<b>Pre-Kindergarten (3 - 5 years)</b>	
<b>Listening and Speaking</b>	
<b>Receptive Language and Comprehension</b>	
Demonstrate understanding of increasingly complex concepts and longer sentences.	Listens to and understands increasingly complex language Comprehends language
Ask meaning of words.	Listens to and understands increasingly complex language Comprehends language
Follow two-step directions or requests.	Listens to and understands increasingly complex language Follows directions
<b>Expressive Language</b>	
Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information.	Uses appropriate conversational and other communication skills Engages in conversations
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	Uses language to express thoughts and needs Speaks clearly
Describe familiar people, places, things and experiences.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
Use drawings or other visuals to add details to verbal descriptions.	Uses symbols and images to represent something not present Thinks symbolically
<b>With modeling and support, use the conventions of standard English (Grammar):</b>	
Use familiar nouns and verbs to describe persons, animals, places, events, actions etc.	Uses language to express thoughts and needs Uses conventional grammar
Form regular plural nouns orally by adding /s/ or /es/.	Uses language to express thoughts and needs Uses conventional grammar
Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how).	Explores and describes spatial relationships and shapes Understands spatial relationships
Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with).	Uses language to express thoughts and needs Uses conventional grammar

Produce and expand complete sentences in shared language activities.	Uses language to express thoughts and needs Uses conventional grammar
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
Identify real-life connections between words and their use. (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary
<b>Social Communication</b>	
With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed).	Uses appropriate conversational and other communication skills Uses social rules of language
With modeling and support, continue a conversation through multiple exchanges.	Uses appropriate conversational and other communication skills Engages in conversations
<b>Reading</b>	
<b>Reading Comprehension</b>	
Ask and answer questions, and comment about characters and major events in familiar stories.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
Retell or re-enact familiar stories.	Comprehends and responds to books and other texts Retells stories
Identify characters and major events in a story.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
Demonstrate an understanding of the differences between fantasy and reality.	Demonstrates knowledge of print and its uses Uses and appreciates books
With modeling and support, describe what part of the story the illustration depicts.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	Demonstrates knowledge of print and its uses Uses and appreciates books

With modeling and support, identify the topic of an informational text that has been read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
With modeling and support, describe, categorize and compare and contrast information in informational text.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
Actively engage in group reading with purpose and understanding.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations
<b>Fluency</b>	
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.	Demonstrates phonological awareness Notices and discriminates rhyme
<b>Print Concepts</b>	
Demonstrate an understanding of basic conventions of print in English and other languages.	Demonstrates knowledge of print and its uses Uses and appreciates books
Orient books correctly for reading and turn pages one at a time.	Demonstrates knowledge of print and its uses Uses and appreciates books
Demonstrate an understanding that print carries meaning.	Demonstrates knowledge of print and its uses Uses print concepts
<b>Phonological Awareness</b>	
With modeling and support, recognize and produce rhyming words.	Demonstrates phonological awareness Notices and discriminates rhyme
With modeling and support recognize words in spoken sentences.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound
With modeling and support identify, blend and segment syllables in spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound
With modeling and support, orally blend and segment familiar compound words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound
With modeling and support identify initial and final sounds in spoken words.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound

<b>Letter and Word Recognition</b>	
With modeling and support recognize and “read” familiar words or environmental print.	Demonstrates knowledge of print and its uses Uses print concepts
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	Demonstrates knowledge of the alphabet Identifies and names letters
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	Demonstrates knowledge of the alphabet Identifies and names letters
With modeling and support, recognize the sounds associated with letters.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge
<b>Writing</b>	
<b>Writing Process</b>	
Use a 3-finger grasp of dominant hand to hold a writing tool.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools
Demonstrate an understanding of the structure and function of print.	Demonstrates knowledge of print and its uses Uses print concepts
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	Demonstrates emergent writing skills Writes name
With modeling and support, demonstrate letter formation in “writing.”	Demonstrates emergent writing skills Writes to convey meaning
With modeling and support show awareness that one letter or cluster of letters represents one word.	Demonstrates emergent writing skills Writes to convey meaning
<b>Writing Application and Composition</b>	
“Read” what he/she has written.	Comprehends and responds to books and other texts Uses emergent reading skills
With modeling and support, notice and sporadically use punctuation in writing.	Demonstrates knowledge of print and its uses Uses print concepts
With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).	Uses symbols and images to represent something not present Thinks symbolically

With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)	<p>Uses symbols and images to represent something not present Thinks symbolically</p> <p>Demonstrates emergent writing skills Writes to convey meaning</p>
With modeling and support, discuss and respond to questions from others about writing/drawing.	<p>Demonstrates positive approaches to learning Solves problems</p>
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	<p>Demonstrates positive approaches to learning Shows curiosity and motivation</p>
With modeling and support, explore a variety of digital tools to express ideas.	<p>Uses tools and other technology to perform tasks</p>