



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Rhode Island's Early Learning and Development Standards***

This document aligns the content in the *Rhode Island's Early Learning and Development Standards* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool 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

- Rhode Island Board of Education. (2013). *Rhode Island early learning and development standards*. Providence, RI: Author. Retrieved from http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/ELDS/2013_Early_Learning_and_Development_Standards.pdf
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

<i>Rhode Island's Early Learning and Development Standards</i>	<i>How The Creative Curriculum® for Preschool meets Rhode Island's Early Learning and Development Standards</i>
Physical Health and Motor Development	
By 48 months	
PH 1: Health and Safety Practices	
PH 1.a: Children engage in structured and unstructured physical activity.	
Carry bags or objects over short distances	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Practice kicking, throwing, and running	Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	
Recognize unsafe situations and tell an adult; alert adult when another child is in a dangerous situation	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
Understand the difference between “safe touch” and “unsafe touch,” especially if previously instructed	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Tell what the consequences are of unsafe behaviors	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
With adult assistance, look both ways before crossing the street	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

PH 1.c: Children develop self-help skills.	
Help with mealtime routines, such as setting a table	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Brush their teeth with assistance from an adult	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Wash and dry hands with verbal prompts and support	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Attempt dressing and undressing	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Put their shoes on but may need assistance with tying them	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Choose their own clothes to wear	Regulates own emotions and behaviors Takes care of own needs appropriately Seeks to do things for self
Use a toilet	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Cover their mouth when coughing	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
PH 2: Gross Motor Development	
PH 2.a: Children develop large muscle control, strength, and coordination.	
Pedal a tricycle	Demonstrates traveling skills Moves purposefully from place to place with control

Aim and throw a ball overhand toward a target	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Bounce a ball	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
Hit a stationary ball with a plastic or foam bat	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
Use arms and legs in a coordinated manner to “pump” on a swing	Demonstrates traveling skills Coordinates complex movements in play and games
Jump off a bottom step with two feet	Demonstrates balancing skills Sustains balance during simple movement experiences
Jump with two feet over small objects	Demonstrates balancing skills Sustains balance during simple movement experiences
PH 2.b: Children develop traveling skills.	
Run up to a ball and kick it while maintaining balance	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
Walk or run around obstacles and corners	Demonstrates traveling skills Coordinates complex movements in play and games
Walk up and down stairs, alternating feet	Demonstrates traveling skills Moves purposefully from place to place with control
Understand the position or orientation of their body to other objects and people	Not addressed specifically, but addressed generally by: Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
PH 3: Fine Motor Development	
PH 3.a: Children develop small-muscle control, strength, and coordination,	
String small beads onto shoe laces	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements

Continues to fit together manipulatives and connecting toys (e.g., Legos, bristle blocks)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
Use scissors with purpose	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
PH 3.b: Children develop writing and drawing skills.	
Hold a regular pencil using an adult grip	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Uses three-point finger grip and efficient hand placement when writing and drawing
Imitate a horizontal and vertical stroke	Not addressed specifically, but addressed generally by: Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Imitate a drawn cross	Not addressed specifically, but addressed generally by: Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Imitate a drawn circle	Not addressed specifically, but addressed generally by: Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Write letter or numeral-like forms	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms

By 60 months	
PH 1: Health and Safety Practices	
PH 1.a: Children engage in structured and unstructured physical activity.	
Increase their amount of play and activity, using more muscles and for longer periods of time (i.e., at least 60 minutes total each day)	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.	
Follow safety rules with adult assistance	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Recognize symbols or signs for danger (e.g., poison labels) and avoid those objects or areas	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Follow emergency routines after adult instruction	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Understand the consequences of not following rules related to safety	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
PH 1.c: Children develop self-help skills.	
Help in preparing snacks and meals	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

Demonstrate independence in personal self-care skills (e.g., washing hands, brushing teeth)	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Dress or undress	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Manage zippers, buttons, buckles, and Velcro	Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being
Tell an adult caregiver when tired	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
PH 2: Gross Motor Development	
PH 2.a: Children develop large muscle control, strength, and coordination.	
Catch a small ball with two hands	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
Bounce a ball and catch it	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with a full range of motion
Aim and throw a ball with some accuracy	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
PH 2.b: Children develop traveling skills.	
Hop forward on one foot without losing balance	Demonstrates balancing skills Sustains balance during complex movement experiences
Walk along a beam or edge	Demonstrates balancing skills Sustains balance during complex movement experiences
Gallop	Demonstrates traveling skills Coordinates complex movements in play and games

Skip	Demonstrates traveling skills Coordinates complex movements in play and games
Run with control and balance, making quick turns without losing speed and quick stops	Demonstrates traveling skills Coordinates complex movements in play and games
Demonstrate how their body can move forward, backward, left and right	Demonstrates traveling skills Coordinates complex movements in play and games
Demonstrate how their body can move fast or slow	Demonstrates traveling skills Coordinates complex movements in play and games
PH 3: Fine Motor Development	
PH 3.a: Children develop small-muscle control, strength, and coordination,	
Fold a piece of paper with accuracy and symmetry	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
Work a puzzles of up to 10 pieces	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
Use simple tools (e.g., stapler, hole punch, scissors, tape dispenser)	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
Hold paper and begin to cut with scissors along a straight line	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses small, precise finger and hand movements
PH 3.b: Children develop writing and drawing skills.	
Draw recognizable shapes	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

Write some letters and numerals	Demonstrates emergent writing skills Writes to convey meaning Letter strings Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 20 by name and connects each to counted objects
Social and Emotional Development	
By 48 months	
SE 1: Relationships with Others	
SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.	
Seek approval from adults	Establishes and sustains positive relationships Forms relationships with adults Uses trusted adult as a secure base from which to explore the world
Separate from trusted adults with minimal distress when in familiar settings or with familiar and trusted adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SE 1.b: Children engage in positive relationships and interactions with other children.	
Share and take turns using materials	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Suggest solutions to conflicts, with adult guidance and assistance	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Initiate play and conversations with other children	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children

Participate in pretend play with other children	Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Express how another child or storybook character might feel	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others' feelings about a situation might be different from his or her own
Notice and show concern for peers' feelings	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
Comfort peers when they are hurt or upset, with adult guidance and assistance	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
SE 2: Sense of Self	
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	
Describe their own and others' personal characteristics (e.g., "My hair is red; your hair is black.")	Demonstrates knowledge about self Shows basic understanding of people and how they live
Understand that other people have different physical characteristics as well as different thoughts, beliefs, ideas, and feelings.	Shows basic understanding of people and how they live
Demonstrate an awareness of their own likes and preferences	Demonstrates knowledge about self
SE 2.b: Children develop the confidence to complete an action successfully or independently.	
Choose materials and activities	Demonstrates knowledge about self
Participate in new experiences with confidence and independence (e.g., selecting more challenging puzzles)	Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen

SE 3: Self-regulation	
SE 3.a: Children develop the ability to express and regulate their own emotions.	
Are increasingly able to regulate their impulses in certain situations (e.g., waiting their turn for a favored toy)	Regulates own emotions and behaviors. Manages feelings Is able to look at a situation differently or delay gratification
Can express emotions using words, signs, or other communication methods	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Take pride in their accomplishments	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
Continue to use physical ways of expressing themselves when their feelings are intense (e.g., throwing things, pounding)	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
SE 3.b: Children develop the ability to control impulses.	
Usually follow classroom rules and expectations	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Adjust to changes in routines and activities	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Ask or wait for adult permission before doing something they are unsure about	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Use materials with purpose, safety, and respect	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

<p>Can delay having desires met (e.g., agreeing to the use of a timer to indicate their turn for a computer)</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults</p>
<p>Stop an engaging activity to transition to another less desirable activity with adult guidance and support</p>	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p>

By 60 months	
SE 1: Relationships with Others	
SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children’s lives.	
Maintain well-being while apart from parents or primary caretakers when in familiar settings or with familiar and trusted adults	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Have a close relationship with a consistent non-parental caregiver, showing interest in the adult’s feelings, preferences, and well-being and sharing their experiences	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
Participate in longer and more reciprocal interactions (when interacting with familiar adults in role play, games, or structured activities) and take greater initiative in social interaction (including turn-taking)	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
SE 1.b: Children engage in positive relationships and interactions with other children.	
Make decisions with other children, with adult guidance and assistance	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
Demonstrate consideration for and cooperation with other children	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children
Prefer to play with one or two special friends	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
Suggest solutions to conflicts	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems

Demonstrate an ability to compromise when working or playing in a group	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Sustain interactions with friends for increasing periods of time	Establishes and sustains positive relationships Makes friends Maintains friendships for several months or more
Successfully enter into play when a group of children are already involved	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
Can predict the causes of other children’s emotions (e.g., “she is sad because...”)	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
SE 2: Sense of Self	
SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.	
Differentiate themselves from others based on characteristics they use to describe themselves, such as “shy” or “smart.”	Demonstrates knowledge about self Shows basic understanding of people and how they live
Differentiate themselves from others in terms of specific abilities (e.g., “I am a fast runner,” or “I am a good climber.”)	Demonstrates knowledge about self
SE 2.b: Children develop the confidence to complete an action successfully or independently.	
Resist help and demonstrate a sense of competence (e.g., insisting on dressing themselves, pouring their own juice, etc.)	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs

Stay with a task until it is completed	Demonstrates positive approaches to learning Persists Practices an activity many times until successful
Move between independence and dependence in a way that meets their needs for both and that is appropriate for the circumstances	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
SE 3: Self-regulation	
SE 3.a: Children develop the ability to express and regulate their own emotions.	
Control strong emotions most of the time in an appropriate manner	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
Persist at a difficult task with decreasing amounts of frustration	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
Can name emotions using words, signs, or other communication methods	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
SE 3.b: Children develop the ability to control impulses.	
With adult assistance, demonstrate control over actions, words, and emotions in response to a situation	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time
Follow rules and apply them to new situations and environments (e.g., putting their coat in a cubby at school but hanging it on a peg at home)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Participate in group activities for increasing amounts of time	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children

Consistently demonstrate the ability to stop an engaging activity to transition to another less desirable activity	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Language Development	
By 48 months	
LD 1: Receptive Language	
LD 1.a: Young children attend to, understand, and respond to increasingly complex language.	
Demonstrate an understanding of stories, songs, and poems by retelling or relating them to prior knowledge	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
Demonstrate an understanding of conversations by responding to questions and prompts	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Demonstrate an understanding of several hundred words in their home language, including those relating to objects, actions, and attributes encountered in both real and symbolic contexts (conversations and texts)	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories

Distinguish between real and made-up words	<p>Not addressed specifically, but addressed generally by:</p> <p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
Understand increasingly longer and complex sentences, including sentences with two or more phrases or ideas	<p>Listens to and understands increasingly complex language</p> <p>Comprehends language</p> <p>Responds appropriately to complex statements, questions, vocabulary, and stories</p>
Follow directions that involve multiple steps (e.g., “Please, would you get the sponge, dampen it with water, and clean your table top?”)	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows directions of two or more steps that relate to familiar objects and experiences</p>
LD 2: Expressive Language	
LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	
Communicate clearly enough to be understood by unfamiliar listeners but may make some pronunciation errors	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Is understood by most people; may mispronounce new, long, or unusual words</p>
Pronounce new, long, or unusual words if they have modeling and support	<p>Uses language to express thoughts and needs</p> <p>Speaks clearly</p> <p>Pronounces multisyllabic or unusual words correctly</p>
Use a variety of vocabulary words, including words to express emotions, to talk about position and direction, to describe relations between objects, to describe actions, and to express needs	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Demonstrate an understanding of the meaning of words by describing the use of familiar objects, talking about categories of objects, using several words to explain the same idea (i.e., synonyms), and relating words to their opposites	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p>

Determine, with modeling and support, the meanings of unknown words by asking questions or using contextual clues, such as pictures that accompany text	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Experiment with using new words in conversation	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Use longer, more increasingly complex sentences, including complete four- to six-word sentences	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
Use, with modeling and support, more complex grammar and parts of speech, including common prepositions, regular plural nouns, correct subject- verb agreement, pronouns, and possessives	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
Continue to ask “who,” “what,” “why,” and “where” questions	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
LD 3: Pragmatics	
LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.	
Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner, and facial expressions) and the ability to use them	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
Use appropriate volume and intonation when speaking in a variety of social situations	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders

Follow commonly accepted norms of communication in group settings, with support and modeling (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
Engage, with support and modeling, in conversations of at least three turns, with each exchange relating to and building upon what was said previously	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
By 60 months	
LD 1: Receptive Language	
LD 1.a: Young children attend to, understand, and respond to increasingly complex language.	
Demonstrate an understanding of complex statements, questions, and stories containing multiple phrases and ideas	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
Respond appropriately to a specific and varied vocabulary	Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories
Follow detailed, multi-step directions (e.g., “Put away your toys, wash your hands, and come to the table.”)	Listens to and understands increasingly complex language Follows directions Follows detailed, instructional, multistep directions
LD 2: Expressive Language	
LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.	
Communicate clearly enough to be understood by unfamiliar listeners, with few pronunciation errors	Uses language to express thoughts and needs Speaks clearly Pronounces multisyllabic or unusual words correctly
Expand their vocabulary with words of increasing specificity and variety	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations

Demonstrate an increasing knowledge of the meanings of words and skill in determining the meaning of unknown words	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Incorporates new, less familiar or technical words in everyday conversations</p>
Use increasingly complex, longer sentences, including sentences that combine two or three phrases	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses long, complex sentences and follows most grammatical rules</p>
Use more complex grammar and parts of speech, including prepositions, regular and irregular plural forms of nouns, correct subject-verb agreement, pronouns, possessives, and regular and irregular past tense verbs	<p>Uses language to express thoughts and needs</p> <p>Uses conventional grammar</p> <p>Uses long, complex sentences and follows most grammatical rules</p>
LD 3: Pragmatics	
LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.	
Follow commonly accepted norms of communication in group settings with increasing independence (e.g., responding appropriately to such direction as “Only one child speaks at once; raise your hand.”)	<p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p>Uses acceptable language and social rules during communication with others</p>
Engage, with support and modeling, in conversations of at least five turns, with each exchange relating to and building upon what was said previously	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p>
Use language to communicate with others in familiar and unfamiliar social situations for a variety of purposes	<p>Uses appropriate conversational and other communication skills</p> <p>Engages in conversations</p> <p>Engages in complex, lengthy conversations (five or more exchanges)</p> <p>Uses appropriate conversational and other communication skills</p> <p>Uses social rules of language</p> <p>Uses acceptable language and social rules during communication with others</p>

Language Development of Dual Language Learners	
LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.	
In early-stage English language development, children:	
Demonstrate an understanding of age-appropriate language usage related to conversational as well as basic and advanced concepts in the home language but will not know all the same words in their home language and in English	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Attend to English oral language in both real and pretend activities, relying on the intonation, facial expressions, or gestures of the speaker in the same way that they attend to their home oral language	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Begin to attend to and participate in English language small- and large-group activities, such as circle time, storybook reading, etc.	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Begin to follow simple directions in English, especially when they are accompanied by contextual cues, such as gestures, pointing, and voice modulation	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
In mid-stage English language development, children:	
Make progress in their home language	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Demonstrate an understanding of English words for objects and actions and of English phrases encountered frequently in both real and pretend activities	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
Demonstrate an understanding of English words related to basic concepts (e.g., colors, some animal classifications, foods, etc.)	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids

Respond appropriately to requests in English that involve one-step directions (e.g., “clean up”) when personally directed by others (these requests may occur with or without contextual cues)	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
In late-stage English language development, children:	
Demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activities	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children
Demonstrate an understanding of words in English related to more advanced concepts (e.g., abstract emotions and ideas)	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children
Follow directions that involve a one- or two-step sequence, relying less on contextual cues	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children
LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.	
In early-stage English language development, children:	
Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others	Demonstrates progress in speaking English Repeats sounds and words in English, sometimes very quietly
Use age-appropriate vocabulary in the home language	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Names familiar people, animals, and objects
Listen and converse in their home language	Uses appropriate conversational and other communication skills Engages in conversations Engages in simple back-and-forth exchanges with others
Use age-appropriate grammar in their home language	Uses language to express thoughts and needs Speaks clearly Babbles strings of single consonant sounds and combines sounds
Ask a variety of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in their home language	Uses language to express thoughts and needs Speaks clearly Uses some words and word-like sounds and is understood by most familiar people

Use simple English expressions that are phonetically correct but may be inappropriate to the context of the conversation or the situation (pragmatically inappropriate; e.g., missing social, contextual, or self-referential cues)	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
In mid-stage English language development, children:	
Combine nonverbal with some verbal communication to be understood by others	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Codeswitch (insert a home language word into an English sentence to get the point across when they don't know the word in English)	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use telegraphic speech (two-word phrases rather than full sentences, such as "want food")	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Use formulaic speech (expressions that are learned whole, e.g., "I don't know")	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Use English vocabulary that mainly consists of concrete nouns and some verbs and pronouns	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Converse with others in English using two or three words at a time but switch back and forth between English and their home language	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use some English grammatical markers (e.g., "-ing" or the plural-forming "-s") and apply at times the rules of grammar of the home language to English	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use "what" and "why" questions in English, sometimes with errors	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

In late-stage English language development, children:	
Demonstrate increasing reliance on verbal communication in English to be understood by others	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Use new English vocabulary to share knowledge of concepts, including conversational and academic vocabulary	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Sustain a conversation in English with increasingly complex syntax, adding conjunctions, subject-verb-object patterns, and other more advanced elements of English sentence construction	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Expand their use of different forms of grammar in English (e.g., plurals; possessive pronouns; simple past-tense verbs), sometimes with errors	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Literacy	
By 48 months	
L 1: Phonological Awareness	
L 1.a: Children notice and discriminate the sounds of spoken language.	
Demonstrate an awareness of words as separate units	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
Identify whether two words rhyme	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme

Engage in rhyming games and songs; can complete a familiar rhyme	Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously Explores musical concepts and expression
Orally blend and segment familiar compound words, with modeling and support	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
Comprehend and use new words introduced within thematic units, stories, and daily activities	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
L 2: Alphabet Knowledge	
L 2.a: Children recognize and identify letters and make letter-sound connections.	
Recognize and name some letters of the alphabet, especially those in their own name as well as letters that occur frequently in environmental print	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
Produce the sound for some of the letters they recognize	Demonstrates knowledge of the alphabet Uses letter-sound knowledge Produces the correct sounds for 10–20 letters

Recognize, with modeling and support, their own name or other common words in print	<p>Demonstrates knowledge of the alphabet</p> <p>Identifies and names letters</p> <p>Recognizes as many as 10 letters, especially those in own name</p> <p>Demonstrates knowledge of print and its uses</p> <p>Uses print concepts</p> <p>Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p>
Recognize words that start with the same letter as their name	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates alliteration</p> <p>Matches beginning sounds of some words</p>
L 3: Print Knowledge	
L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	
Hold a book in correct orientation and turn pages from front to back, usually one at a time	<p>Demonstrates knowledge of print and its uses</p> <p>Uses and appreciates books</p> <p>Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
Demonstrate an understanding that print carries meaning and can be read (e.g., dictating words to adults, recognizing their own name or a sibling's name, pointing to a street sign and asking an adult, "What does that say?")	<p>Demonstrates knowledge of the alphabet</p> <p>Identifies and names letters</p> <p>Recognizes as many as 10 letters, especially those in own name</p> <p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Letter strings</p>

<p>Imitate the act of reading a book and demonstrate appropriate book-handling skills</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p> <p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
<p>Handle and care for books in a respectful manner</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers</p>
<p>L 4: Comprehension and Interest</p>	
<p>L 4.a: Children show interest in and an understanding of a variety of literacy experiences.</p>	
<p>Enjoy and ask to engage in book reading, book writing, or other literacy-related activities</p>	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation</p> <p>Demonstrates emergent writing skills Writes to convey meaning Early invented spelling</p>
<p>Explore a variety of literary genres, such as fiction, fantasy, informational texts</p>	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes</p>
<p>Share opinions about what they did or did not like about a book or story</p>	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>

With assistance and support, engage in writing activities (e.g., labeling a picture)	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Demonstrates emergent writing skills Writes to convey meaning Late invented spelling</p>
Begin to understand the sequence of a story	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult</p>
With support, retell or reenact familiar stories with pictures or props as prompts	<p>Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts</p>
Ask and answer questions about main characters or events in a familiar story	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>
With modeling and support, make predictions about what might happen next in a story and determine if their predictions were confirmed	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
With modeling and support, demonstrate knowledge from informational texts	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult</p>
Respond to the question “what made you think so?” in response to their ideas about books and stories, with more depth and detail	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>

L 6: Emergent Writing	
L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.	
Understand that writing carries a message and use scribbles, shapes, letter-like symbols, letters, and numerals to write or represent words or ideas	Demonstrates emergent writing skills Writes to convey meaning Letter strings
With modeling and support, write some letters	Demonstrates emergent writing skills Writes to convey meaning Letter strings
With modeling and support, write numerals one through nine	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 20 by name and connects each to counted objects
L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.	
Use letter-like symbols to create written materials during play or to express an idea	Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms

Use writing tools and materials in various centers or learning environments (e.g., dramatic play, block area, science center)	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Uses tools and other technology to perform tasks</p>
Dictate ideas, sentences, and stories	<p>Uses language to express thoughts and needs</p> <p>Tells about another time or place</p> <p>Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p> <p>Demonstrates emergent writing skills</p> <p>Writes to convey meaning</p> <p>Letter strings</p>
With modeling and support, discuss or answer questions about their writing and drawings	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Draws or constructs, and then identifies what it is</p>
By 60 months	
L 1: Phonological Awareness	
L 1.a: Children notice and discriminate the sounds of spoken language.	
Match beginning sounds of some words; are able to name several words that begin with the letter sound of their name	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates alliteration</p> <p>Matches beginning sounds of some words</p>
Produce words (real or nonsense) that rhyme with other common words (e.g., “dance, prance, krance”)	<p>Demonstrates phonological awareness</p> <p>Notices and discriminates rhyme</p> <p>Generates a group of rhyming words when given a word</p>

Identify whether or not two words begin with the same sound (i.e., when an adult gives three or four oral words, children can select those that begin with same sound, although they may not be able to identify the letter)	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
Blend and delete compound words without the support of pictures or objects (e.g., “butterfly, butter crunch, butter sandwich, butter bear”)	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
With modeling and support, identify, blend, and segment syllables in spoken words	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
With modeling and support, delete the onsets of words (e.g., “pair-air, fruit-root”)	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
With modeling and support, blend onsets and rimes in single-syllable words (e.g., the hard “c” sound with “-ook” to make “cook”)	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
L 2: Alphabet Knowledge	
L 2.a: Children recognize and identify letters and make letter-sound connections.	
Recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name) as well as letters that occur frequently in environmental print	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Produce the sound for many of the letters the recognize	Demonstrates knowledge of the alphabet Uses letter-sound knowledge Produces the correct sounds for 10–20 letters
Correctly sort letters and find words that contain specified letters	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Demonstrate an understanding that strings of letters represent a sequence of spoken sounds	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

L 3: Print Knowledge	
L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.	
Demonstrate an awareness of various conventions of print (e.g., upper- and lower-case letters, different fonts) and indicate where to start reading on a page and how to progress across and down a page	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Describe roles of authors and illustrators and connect books to specific authors of illustrators	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
Identify familiar words in books and the environment	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
Recognize their own printed name and those of their siblings or friends	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
L 4: Comprehension and Interest	
L 4.a: Children show interest in and an understanding of a variety of literacy experiences.	
Attend to and request longer and more complex books or stories	Comprehends and responds to books and other texts Uses emergent reading skills Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Engage in independent writing activities during routine times, such as pretending to write in their own journal	Demonstrates emergent writing skills Writes to convey meaning Letter strings

Demonstrate knowledge of details from familiar stories (e.g., about characters, events, story-related problems, and resolutions)	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Engage in higher-order thinking during shared reading experiences, such as making predictions and inferences, determining cause-and-effect relationships, and summarizing stories	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Retell a familiar story in the proper sequence, including major events and cause-and-effect relationships	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Demonstrate knowledge from informational texts in a variety of ways (e.g., recognizing and naming a plastic model of a Triceratops after being read a book about dinosaurs.)	Comprehends and responds to books and other texts. Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
With guidance and support, relate events and information from stories to their own experiences	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult

L 6: Emergent Writing	
L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.	
With modeling and support, print some letters of meaningful words, sometimes using letters and sometimes using letter-like forms	<p>Demonstrates emergent writing skills Writes name Mock letters or letter-like forms</p> <p>Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms</p>
Write their first name nearly correctly (may switch the order of letters or write some letters backwards)	<p>Demonstrates emergent writing skills Writes name Mock letters or letter-like forms</p>
Use invented spelling	<p>Demonstrates emergent writing skills Writes to convey meaning Early invented spelling</p>
With modeling and support, write numerals one through twenty	<p>Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 20 by name and connects each to counted objects</p>

<p>L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.</p>	
<p>With modeling and support, use writing and or digital tools to communicate information, tell a story, or answer a question</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p> <p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p> <p>Uses tools and other technology to perform tasks</p>
<p>Use writing to convey meaning (e.g., writing a note to themselves during play, writing a note to their mother, taking a restaurant “order” in a dramatic play area, writing a grocery list)</p>	<p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p> <p>Demonstrates emergent writing skills Writes to convey meaning Early invented spelling</p>
<p>Literacy Development for Dual Language Learners</p>	
<p>L 5.a: Children become increasingly engaged in literacy experiences in English.</p>	
<p>In early-stage English language development, children:</p>	
<p>Attend to an adult reading a short storybook written in the home language or to a storybook written in English if the English story has been read in the home language first and especially if the book contains cues (pictures)</p>	<p>Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>
<p>“Read” familiar books (written in the home language or in English) when encouraged by others and use the home language to talk about the books</p>	<p>Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English</p>

Begin to identify and relate to a story from their own life experiences in their home language	Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Retell a story in their home language when read or told a story in the home language	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
In mid-stage English language development, children:	
Participate in reading activities, using books written in English when the language is predictable	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Choose to read familiar books written in the home language or in English with increasing independence and to talk about the books in either their home language or English	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Describe their own experiences related to the topic of a story, sometimes using telegraphic and/or formulaic speech in English	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Begin to narrate using English that reflects an increasingly larger vocabulary and more complex grammar	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Retell a story using the home language and some English when read or told the story in English	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
In late-stage English language development, children:	
Participate in reading activities, using a variety of genres that are written in English	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children

Choose to read familiar books written in English with increasing independence and to talk about the books in English	<p>Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children</p> <p>Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
Engage in extended conversations in English about stories	<p>Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children</p> <p>Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
Retell in English the majority of a story read or told in English	<p>Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>
Cognitive Development	
By 48 months	
CD 1: Logic and Reasoning	
CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
Use previous experiences to make plans before attempting to solve some problems (e.g., using a wagon to gather toys into one spot rather than trying to carry them all by hand)	<p>Remembers and connects experiences Makes connections Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p>

Solve simple problems without trying every possibility (e.g., putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple)	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., rolling two different cars down a ramp and observing the different distances traveled)	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
Sort objects and then count and compare the groups formed	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
CD 2: Memory and Working Memory	
CD 2.a: Children hold information in their mind and manipulate it to perform tasks.	
Communicate with some detail about events that happened in the past	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
With support, retell or reenact familiar stories, including such details as characters, phrases, and events	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
Put several objects or groups in order by a quantitative attributes (number, length, etc.)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Solve simple word problems with totals of five or fewer items (e.g., concluding that they have a total of four pencils if they already have three and are given one more)	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Successfully follow three-step directions	Listens to and understands increasingly complex language Follows directions Follows detailed, instructional, multistep directions

CD 3: Attention and Inhibitory Control	
CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.	
With adult support, avoid imitating the negative behavior of another child	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
With adult reminders, wait to communicate information in a group	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Focus on increasingly complex topics for longer periods of time	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Return to complete a task if interrupted	Demonstrates positive approaches to learning Attends and engages Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Count only those objects in a group that have a specific attribute (e.g., all of the red cars in a picture)	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Solve simple arithmetic problems	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Build block buildings and include such structural features as arches and ramps	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

CD 4: Cognitive Flexibility	
CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.	
Require minimal adult support to transition from one activity to another (e.g., moving from computer to circle time)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Understand that different contexts may require different behaviors (e.g., taking off shoes when entering their house but leaving them on when entering the classroom)	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Generate a new approach or change their plan of action if a better alternative is found or suggested (e.g., accepting a suggestion to secure a tower’s greater stability by building it on the floor rather than on a thick rug)	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
Continue to count when another item is added to a set	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Understand that not all children want the same things	Establishes and sustains positive relationships Responds to emotional cues Recognizes that others’ feelings about a situation might be different from his or her own
By 60 months	
CD 1: Logic and Reasoning	
CD 1.a: Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.	
Solve complex problems by planning and carrying out a sequence of actions	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results

Analyze the result of an attempted solution and use the new information to solve a problem (e.g., trying to staple pieces of paper after unsuccessfully trying to tape them together)	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
Explain their reasoning behind a strategy or choice and why it worked or didn't work	Demonstrates positive approaches to learning Solves problems Thinks problems through, considering several possibilities and analyzing results
CD 2: Memory and Working Memory	
CD 2.a: Children hold information in their mind and manipulate it to perform tasks.	
Accurately recount past experiences in the correct order and include relevant details	Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
Retell a familiar story in the proper sequence, including such details as characters, phrases, and events	Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters
Remember more and more minute details from a story and are able to answer questions accurately (e.g., "How did the peddler feel when the monkeys didn't give him back his caps?")	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Place four or more objects or groups in order of a quantitative attribute (number, length, etc.)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Solve simple word problems with totals of 10 or fewer items (e. g., concluding that they have nine grapes if they have seven and are given two more)	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

Successfully follow detailed, multi-step directions	Listens to and understands increasingly complex language Follows directions Follows detailed, instructional, multistep directions
CD 3: Attention and Inhibitory Control	
CD 3.a: Children’s skills increase in filtering impulses and sustaining attention on a task.	
Without adult reminders, wait to communicate information in a group	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Cooperates and shares ideas and materials in socially acceptable ways
Maintain focus on a project for a sustained period of time and over several days	Demonstrates positive approaches to learning Attends and engages Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Return with focus to an activity or project after having been away from it for a period of time	Demonstrates positive approaches to learning Attends and engages Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
Demonstrate an awareness of important activities that are “coming up” or “in the near future” (e.g., keeping track of the days until a birthday or vacation trip) as a strategy to control excitement	Explores change related to familiar people or places
Combine shapes into patterns that make new shapes or complete puzzles (e.g., rearranging a collection of circles and variously sized rectangles to make the image of a person)	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Build complex block buildings, intentionally maintaining such features as symmetry	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols

CD 4: Cognitive Flexibility	
CD 4.a: Children’s skills increase at adjusting to changes in demands, priorities, and perspectives.	
Quickly adjust and adhere to a new rule (e.g., lining up inside the building rather than outside when the weather gets colder or it rains)	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
Apply different rules in different contexts that require different behaviors (e.g., using indoor voices or feet versus outdoor voices or feet)	Regulates own emotions and behaviors Follows limits and expectations Applies rules in new but similar situations
Reconstruct a pattern using different materials or modalities	Demonstrates knowledge of patterns Recognizes, creates, and explains more complex repeating and simple growing patterns
Sort by more than one attribute (e.g., color and shape) into two or more groups	Uses classification skills Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
Correctly add an object to an existing series (e.g., of increasing lengths)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Mathematics	
By 48 months	
M 1: Number Sense and Quantity	
M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
Quickly name the number in a group of objects, up to four	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
Use strategies to accurately count sets of up to 10 objects	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
Understand that the last number counted represents the number of objects in a set	<p>Uses number concepts and operations</p> <p>Counts</p> <p>Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>
Associate a quantity with a written numeral up to five	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Identifies numerals to 5 by name and connects each to counted objects</p>
Recognize and write some numerals up to 10	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Identifies numerals to 10 by name and connects each to counted objects</p>

M 2: Number Relationships and Operations	
M 2.a. Children learn to use numbers to compare quantities and solve problems.	
Understand that a entire set of objects is more than its parts when the set is divided into smaller groups	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Use one-to-one correspondence to compare small sets of similar objects	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
M 3: Classification and Patterning	
M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	
Sort objects by one attribute into two or more groups (e.g., size: big, medium, and small)	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Classify everyday objects that go together (e.g., mittens, hats, coats)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Demonstrate recognition of a simple, repeating pattern	Demonstrates knowledge of patterns Copies simple repeating patterns

Replicate, complete, and extend repeating patterns	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Recognize, name, and extend basic growing (or enlarging) patterns (e.g., “one more”)	Demonstrates knowledge of patterns Recognizes, creates, and explains more complex repeating and simple growing patterns
M 4: Measurement, Comparison, and Ordering	
M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	
Compare two small sets of objects (five or fewer)	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Make small series of objects (e.g., putting three or four objects in order by length)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Recognize differences in measureable attributes by direct-comparison measuring (e.g., when trying to pour the same amount of juice into three cups, looking to see if one cup has more than the others)	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Use multiple copies of the same unit to measure (e.g., seeing how many “building blocks high” a pillow fort is)	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Use comparative language (e.g., “shortest,” “heavier,” “biggest”)	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

M 5: Geometry and Spatial Sense	
M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	
Build familiar two-dimensional shapes from components or parts (e.g., using a set of circle, rectangle, and line shapes to create an image of a snowman)	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Combine and separate shapes to make designs or pictures (e.g., completing shape puzzles)	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Build simple examples of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Name familiar two- dimensional shapes (circle, triangle, square, rectangle), regardless of their size or orientation	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Use basic language to describe their location (e.g., “I am under the bed.)	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
Correctly follow directions involving their own positions in space (e.g., “move forward,” “sit behind,” etc.)	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)

By 60 months	
M 1: Number Sense and Quantity	
M 1.a. Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.	
Quickly name the number in a group of objects, up to 10	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Verbally count beyond 20 (or in some way indicate knowledge of numbers beyond 20 in sequence), demonstrating an understanding of the number pattern	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Use strategies to count large sets of objects (more than 10)	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Know the number that comes before or after a specified number (up to 20)	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
Recognize and order each written numeral up to 10	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Associate a quantity with a written numeral up to 10	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects

M 2: Number Relationships and Operations	
M 2.a. Children learn to use numbers to compare quantities and solve problems.	
Use counting to compare two sets of objects and to determine which set has more, less, or the same than the other	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Understand that adding one or taking away one changes the number in a group of objects by exactly one	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than ten	Uses number concepts and operations Quantifies Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
M 3: Classification and Patterning	
M 3.a. Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.	
Sort objects by more than one attribute (e.g., color and shape) into two or more groups	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Sort sets of objects by one characteristics, then sort by a different characteristics and explain the sorting rules (e.g., “These are all of the red ones, but these are all of the big ones”)	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Extend sequential patterns and replicate these patterns using different materials or modes (e.g., on being told a pattern, replicating the pattern with manipulatives)	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Identify the core unit of sequentially repeating patterns (i.e., that set of characteristics or items that repeat)	Demonstrates knowledge of patterns Copies simple repeating patterns

Replicate and extend simple growing (or enlarging) patterns	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
M 4: Measurement, Comparison, and Ordering	
M 4.a. Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.	
Order (or seriate) four or more items by decreasing or increasing a relative attribute when differences are perceptually clear (e.g., arranging a rock collection from the largest to the smallest)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Use some appropriate tools to measure different attributes (e.g., choosing a scale for weight and a cup for volume)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
Use measurement language to describe the attributes of objects (e.g., “This is three-blocks long.”)	Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
M 5: Geometry and Spatial Sense	
M 5.a. Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.	
Describe and compare shapes using their attributes (e.g., “a triangle has three sides, but a square has four.”)	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Combine and separate shapes to make other shapes (e.g., using two triangles to make a square)	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
Build more complex models of buildings, structures, or areas (e.g., their classroom or playground) with three-dimensional shapes, such as building blocks	Explores and describes spatial relationships and shapes Understands shapes Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

Correctly name familiar shapes (e.g., circle, triangle, and square) and less familiar shapes (e.g., hexagon, trapezoid, and rhombus)	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Correctly name some three- dimensional shapes (e.g., cube, cone, cylinder)	Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
Understand and use language related to directionality, order, and the position of objects, such as “up,” “down,” “in front,” and “behind”	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance
Science	
By 48 months	
S 1: Scientific Inquiry and Application	
S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.	
Make increasingly complex observations about objects and events in their environment (e.g., noticing patterns in events or identifying attributes of objects that are similar and/or different)	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
Make simple predictions and plans to carry out investigations	Uses scientific inquiry skills
Explore cause-and-effect relationships by intentionally varying the action to change the reaction (e.g., changing the size and/or orientation of blocks used when attempting to build a tall structure that doesn't fall down)	Uses scientific inquiry skills
Demonstrate an understanding that tools can be used to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier)	Uses tools and other technology to perform tasks
S 2: Knowledge of Science Concepts	
S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.	
Demonstrate an understanding of the differences between living and non-living things	Demonstrates knowledge of the characteristics of living things

Describe how living things change over time	Demonstrates knowledge of the characteristics of living things
Understand the characteristics of and differences between habitats for people and habitats for animals	Demonstrates knowledge of the characteristics of living things
Investigate the properties of natural elements and provide simple descriptions	Demonstrates knowledge of the physical properties of objects and materials
Use observable characteristics to describe and categorize physical objects and materials based on differences or similarities	Uses scientific inquiry skills Demonstrates knowledge of the physical properties of objects and materials
By 60 months	
S 1: Scientific Inquiry and Application	
S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.	
Use a variety of tools (e.g., measuring devices) to gather information and observe processes and relationships (e.g., using the Internet to find information on what types of food fish eat and how much food they need, using measuring cups to measure fish food, then observing fish and recording how much they eat)	Uses tools and other technology to perform tasks
Engage in elements of the scientific process, which includes observing, making predictions, recording predictions (through pictures, drawing, or dictation), developing plans for testing hypotheses, trying out ideas, and communicating outcomes	Uses scientific inquiry skills
Analyze the result of an attempted solution and use the new information to solve a problem (e.g., after observing a paper boat sinking in the water, making a new boat out of different material to see if the new one will float)	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed Uses scientific inquiry skills
S 2: Knowledge of Science Concepts	
S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring.	
Describe the characteristics that define living things	Demonstrates knowledge of the characteristics of living things
Observe the similarities, differences, and categories of plants and animals	Demonstrates knowledge of the characteristics of living things

Ask and answer questions about changes in the appearance, behavior, and habitats of living things	Demonstrates knowledge of the characteristics of living things
Use increasingly complex vocabulary to describe natural elements	Demonstrates knowledge of the physical properties of objects and materials Demonstrates knowledge of Earth's environment
Differentiate between natural and man-made materials	Demonstrates knowledge of the physical properties of objects and materials
Describe changes that occur in the natural environment over time	Demonstrates knowledge of Earth's environment
Make observations about physical properties of objects, the motion of toys and objects, and changes in matter	Demonstrates knowledge of the physical properties of objects and materials
Social Studies	
By 48 months	
SS 1: Self, Family, and Community	
SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	
Share information about their family and community	Demonstrates knowledge about self Shows basic understanding of people and how they live
Demonstrate an awareness of and appreciation for family and cultural stories	Demonstrates knowledge about self Shows basic understanding of people and how they live
Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, "This is our house.")	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates knowledge about self
Demonstrate an awareness of group rules and the outcomes of choices	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors

Demonstrate an understanding of the rights and responsibilities in a group (e.g., following simple classroom rules, participating in classroom clean-up)	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Engage in pretend play using objects as representations of something else (e.g., string as a fireman’s hose or an empty plate that serves “dinner”)	Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else
Identify and ask questions about similarities and differences between personal, family, and cultural characteristics	Demonstrates knowledge about self Shows basic understanding of people and how they live
Demonstrate an awareness of and appreciation for personal characteristics (e.g., saying “That man is nice,” or “She has red hair.”)	Shows basic understanding of people and how they live
SS 2: Self, History, and Geography	
SS 2.a: Children understand the concepts of time (past, present, and future) and place.	
Communicate about personal history (e.g., “When I was little... ”)	Demonstrates knowledge about self
Use such words as “today” or “day” and “night”	Explores change related to familiar people or places
Communicate with increasing specificity about the location of objects and areas at school and home	Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance Demonstrates simple geographic knowledge
By 60 months	
SS 1: Self, Family, and Community	
SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.	
Talk about family in more complex ways (e.g., explaining the importance of unique family traditions beyond common holiday customs)	Demonstrates knowledge about self

Engage in sociodramatic play (i.e., complex pretend play involving assigned roles and an general plot), for example, by acting out family or community roles and events	Uses symbols and images to represent something not present Engages in sociodramatic play Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
Demonstrate an understanding that “fairness” involves taking turns and sharing roles	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Engage in peer conflict resolution with increasing independence	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Make comparisons about similarities and differences among people and use themselves as a reference (e.g., saying “That boy is bigger than me!”)	Demonstrates knowledge about self Shows basic understanding of people and how they live
SS 2: Self, History, and Geography	
SS 2.a: Children understand the concepts of time (past, present, and future) and place.	
Use such terms as “today,” “tomorrow,” and “next time” with some accuracy	Explores change related to familiar people or places
Use and understand concepts of “before” and “after”	Explores change related to familiar people or places
Recognize the passage of time through day-and-night cycles and through changing seasons	Demonstrates knowledge of Earth’s environment Explores change related to familiar people or places
Recognize common features in their immediate environment (e.g., talking about the apple tree outside their back door, or commenting on the river they cross on their ride to school)	Demonstrates simple geographic knowledge
Create drawings of home and school	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
Create simple maps of home and school and talk about the things that are in certain areas (a bed or a closet in their bedroom)	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Demonstrates simple geographic knowledge

Identify familiar landmarks (police or fire station, grocery store)	Demonstrates simple geographic knowledge
Creative Arts	
By 48 months	
CA 1: Experimentation and Participation in the Creative Arts	
CA 1.a: Children gain an appreciation for and participate in the creative arts.	
Express preferences for some different types of art, music, and drama	Demonstrates knowledge about self Explores the visual arts Explores musical concepts and expression Explores drama through actions and language
Enjoy and engage with displays of visual art and experiences with music and drama, inside or outside the classroom	Explores the visual arts Explores musical concepts and expression Explores drama through actions and language
Notice and communicate about art, music, and drama	Explores the visual arts Explores musical concepts and expression Explores drama through actions and language
Explore musical instruments and use them to produce rhythms and tones	Explores musical concepts and expression
Mold and build with dough and clay and then identify and sometimes name their creation (e.g., “I made a dog and his name is Spot.”)	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores the visual arts

Act out the plots and characters found in familiar stories	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>Explores drama through actions and language</p>
Participate in pretend play with other children	<p>Uses symbols and images to represent something not present</p> <p>Engages in sociodramatic play</p> <p>Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>
Choose their own art for display in the classroom or for inclusion in a portfolio or book and briefly explain their choice	<p>Participates cooperatively and constructively in group situations</p> <p>Balances needs and rights of self and others</p> <p>Initiates the sharing of materials in the classroom and outdoors</p> <p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
By 60 months	
CA 1: Experimentation and Participation in the Creative Arts	
CA 1.a: Children gain an appreciation for and participate in the creative arts.	
Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs	Explores musical concepts and expression
Intentionally create content in a work of art (e.g., a picture, a play-dough sculpture, etc.)	<p>Uses symbols and images to represent something not present</p> <p>Thinks symbolically</p> <p>Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Explores the visual arts</p>

<p>Write and act out stories based upon familiar topics or characters</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p> <p>Demonstrates emergent writing skills Writes to convey meaning Letter strings</p> <p>Explores drama through actions and language</p>
<p>Enjoy and engage with displays of visual art, music, and drama and may express clear preferences for types of artwork or art activities.</p>	<p>Demonstrates knowledge about self</p> <p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores drama through actions and language</p>
<p>Plan art and show increasing care and persistence in completing it</p>	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Explores the visual arts</p>
<p>Choose own art for display in the classroom or for inclusion in a portfolio or book and explain their choices and preferences in some detail</p>	<p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p> <p>Explores the visual arts</p>
<p>Communicate about elements appearing in art, music, and drama</p>	<p>Explores the visual arts</p> <p>Explores musical concepts and expression</p> <p>Explores drama through actions and language</p>