



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*Florida Early Learning and Development Standards for Four – Year – Olds***

This document aligns the content in the *Florida Early Learning and Development Standards for Four – Year – Olds* 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

- Florida Department of Education Office of Early Learning. (2011). *Florida early learning and development standards for four – year – olds*. Tallahassee, FL: Author. Content retrieved from http://flbt5.floridaearlylearning.com/BT5_Uploads/feldsfyo.pdf
- Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

| <i>Florida Early Learning and Development Standards for Four – Year – Olds</i> | <i>How The Creative Curriculum® for Preschool meets Florida Early Learning and Development Standards for Four – Year – Olds</i> |
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| I. Physical Development | |
| A. Health and Wellness | |
| 1. Shows characteristics of good health to facilitate learning | Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being |
| 2. Shows visual abilities to facilitate learning and healthy growth and development | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements |
| 3. Demonstrates auditory ability to facilitate learning and healthy growth and development | Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| 4. Demonstrates characteristics of good oral health and performs oral hygiene routines | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| 5. Shows familiarity with health care providers in relation to health and wellness | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Shows basic understanding of people and how they live |
| 6. Demonstrates self-control, interpersonal, and social skills in relation to mental health | Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time |
| 7. Shows basic physical needs are met | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |

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| 8. Actively takes part in basic health and safety routines | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| 9. Participates in physical fitness activities | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self |
| 10. Makes healthy food choices | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs Demonstrates knowledge about self |
| B. Self-Help | |
| 1. Actively participates in self-care | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| 2. Helps carry out classroom routines | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| C. Gross Motor Development | |
| 1. Demonstrates increasing motor control and balance | Demonstrates traveling skills Moves purposefully from place to place with control Demonstrates balancing skills Sustains balance during simple movement experiences |
| 2. Demonstrates the ability to combine movements for gross motor skills | Demonstrates traveling skills Coordinates complex movements in play and games Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements |

| D. Fine Motor Development | |
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| 1. Demonstrates increasing control of small motor muscles to perform simple tasks | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements |
| 2. Uses eye-hand coordination to perform fine motor tasks | Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements |
| 3. Shows beginning control of writing by using various drawing and art tools with increasing coordination | 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 |

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| II. Approaches to Learning | |
| A. Eagerness and Curiosity | |
| 1. Shows curiosity and is eager to learn new things and have new experiences | Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas |
| B. Persistence | |
| 1. Attends to tasks for a brief period and seeks help when needed | Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks |
| C. Creativity | |
| 1. Approaches daily activities with creativity | Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Uses creativity and imagination during play and routine tasks |
| D. Planning and Reflection | |
| 1. Shows initial signs of planning and learning from experiences | Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation |

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| III. Social and Emotional Development | |
| A. Self-Regulation | |
| a. Affective | |
| 1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p> |
| 2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time | <p>Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time</p> |
| b. Life/Adaptive | |
| 1. Follows simple rules, agreements, and familiar routines, with teacher support and multiple experiences over time | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Listens to and understands increasingly complex language Follows directions Follows directions of two or more steps that relate to familiar objects and experiences</p> |
| 2. Begins to use materials with increasing care and safety | <p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</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> |

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| 3. Adapts to transitions with increasing independence | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders |
| B. Relationships | |
| a. Self | |
| 1. Shows increasing confidence in their own abilities | Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs |
| b. Peers | |
| 1. Interacts with and develops positive relationships with peers | Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children |
| 2. Develops special friendships | Establishes and sustains positive relationships Makes friends Establishes a special friendship with one other child, but the friendship might only last a short while |
| 3. Shows care and concern for others | Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others |
| c. Adults | |
| 1. Develops positive relationships and interacts comfortably with familiar adults | Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults |
| C. Social Problem Solving | |
| 1. Shows developing ability to solve social problems with support from familiar adults | Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems |
| 2. Develops an initial understanding of bullying, with support from familiar adults | Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems |

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| IV. Language, Communication and Emergent Literacy | |
| A. Listening and Understanding | |
| 1. Increases knowledge through listening | |
| a:. Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said. | <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> |
| 2. Follows multi-step directions | |
| a:. Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time. | <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> |
| B. Speaking | |
| 1. Speech is understood by both a familiar and an unfamiliar peer or adult. | |
| a:. Child's speech is understood by both a familiar and an unfamiliar adult. | <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> |

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| C. Vocabulary | |
| 1. Shows an understanding of words and their meanings | |
| a.: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs). | <p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| b.: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below). | <p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p> |
| c.: Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language). | <p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to complex statements, questions, vocabulary, and stories</p> |
| 2. Shows increased vocabulary to describe many objects, actions, and events | |
| a.: Child uses a large speaking vocabulary, adding new words weekly. | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| b.: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tool). | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |
| c.: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location). | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> |

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| D. Sentences and Structure | |
| 1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences | |
| a.: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order. | Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences |
| b.: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. | Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences |
| 2. Connects phrases and sentences to build ideas | |
| a.: Child uses sentences with more than one phrase. | Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences |
| b.: Child combines more than one idea using complex sentences. | Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules |
| c.: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning. | Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules |

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| E. Conversation | |
| 1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems | |
| a.: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving). | <p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>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</p> |
| 2. Initiates, ask questions, and responds to adults and peers in a variety of settings | |
| a.: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content. | <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p> |
| b.: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult). | <p>Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges</p> <p>Demonstrates knowledge about self</p> |
| 3. Uses appropriate language and style for context | |
| a.: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation). | <p>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</p> |
| b.: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation). | <p>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</p> |
| c.: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom). | <p>Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules during communication with others</p> |

| F. Emergent Reading | |
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| 1. Shows motivation for reading | |
| a.: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others). | <p>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</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> |
| b.: Child interacts appropriately with books and other materials in a print-rich environment. | <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, reciting language that closely matches the text on each page and using reading-like intonation</p> |
| c.: Child asks to be read to or asks the meaning of written text. | <p>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</p> <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> |

| 2. Shows age-appropriate phonological awareness | |
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| a.: Child can distinguish individual words within spoken phrases or sentences. | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences |
| b.: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”). | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| c.: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”). | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| d.: Child combines syllables into words (e.g., “sis” + “ter” = “sister”). | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| e.: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”). | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words |
| f.: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat). | Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime |

| 3. Shows alphabetic knowledge | |
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| a.: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named). | 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 |
| b.: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name). | 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 |
| c.: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given). | Demonstrates knowledge of the alphabet Uses letter–sound knowledge Identifies the sounds of a few letters |
| d.: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes). | Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters |
| 4. Demonstrates comprehension of text read aloud | |
| a.: Child retells or reenacts story after it is read aloud. | Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts |
| b.: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”). | 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 |

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| G. Emergent Writing | |
| 1. Shows motivation to engage in written expression | |
| a.: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression. | Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms |
| b.: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes). | Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms |
| 2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas | |
| a.: Child independently uses letter-like shapes or letters to write words or parts of words. | Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms |
| b.: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters. | Demonstrates emergent writing skills Writes name Partially accurate name |
| 3. Demonstrates age-appropriate ability to write letters | |
| a.: Child independently writes some letters on request. | Demonstrates emergent writing skills Writes name Letter strings Demonstrates emergent writing skills Writes to convey meaning Letter strings |
| 4. Demonstrates knowledge of purposes, functions, and structure of written composition | |
| a. When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with "Dear"; a story has a beginning, middle, and end). | Demonstrates emergent writing skills Writes to convey meaning Early invented spelling |

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| V. Cognitive Development and General Knowledge | |
| A. Mathematical Thinking | |
| a. Number Sense | |
| 1. Demonstrates understanding of one-to-one correspondence | |
| a.: Child demonstrates one-to-one correspondence when counting. | Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| b.: Child demonstrates one-to-one correspondence to determine if two sets are equal. | 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 |
| 2. Shows understanding of how to count and construct sets | |
| a.: Child counts sets in the range of 10 to 15 objects. | 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 |
| b.: Child constructs sets in the range of 10 to 15 objects. | 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 |
| 3. Shows understanding by participating in the comparison of quantities | |
| a.: Child compares two sets to determine if they are equal. | 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 |

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| b.: Child compares two sets to determine if one set has more. | 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 |
| c.: Child compares two sets to determine if one set has fewer. | 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 |
| d.: Child determines one set of objects is a lot more than another set of 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 |
| 4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10 | Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects |
| 5. Counts and knows the sequence of number names (spoken) | |
| a.: Child counts and recognizes number names (spoken) in the range of 10 to 15. | 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 |
| b.: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time. | 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 |

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| 6. Shows understanding of and uses appropriate terms to describe ordinal positions | |
| a.: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects). | 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 |
| b.: Child names ordinal positions (e.g., first, second, third, fourth, fifth). | Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |
| b. Number and Operations | |
| 1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge) | |
| a.: Child indicates there are more when combining (adding) sets of 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 |
| b.: Child indicates there are less (fewer) when removing (subtracting) objects from 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 |
| 2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities | |
| a.: Child combines sets of objects to equal a set no larger than 10. | 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 |
| b.: Child removes objects from a set no larger than 10. | 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 |

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| c:. Child uses concrete objects (e.g., fingers, blocks) to solve complex 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 |
| 3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time | 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 |
| c. Patterns and Seriation | |
| 1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow) | |
| a:. Child recognizes patterns and non-patterns. | Demonstrates knowledge of patterns Copies simple repeating patterns |
| b:. Child duplicates identical patterns with at least two elements. | Demonstrates knowledge of patterns Copies simple repeating patterns |
| c:. Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern). | Demonstrates knowledge of patterns Copies simple repeating patterns |
| d:. Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time. | Demonstrates knowledge of patterns Extends and creates simple repeating patterns |
| 2. Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation) | |
| a:. Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks). | Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |
| b:. Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time. | Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |

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| d. Geometry | |
| 1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus) | |
| a. Child categorizes (sorts) examples of two-dimensional shapes. | 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 |
| b. Child names two-dimensional shapes. | 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 |
| c. Child constructs examples of two-dimensional shapes. | 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 |
| d. Child identifies the number of sides of two-dimensional shapes. | 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 |
| 2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations | 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 |

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| 2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations | |
| a.: Child slides shapes, with teacher support and multiple experiences over time. | 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 |
| b.: Child flips shapes, with teacher support and multiple experiences over time. | 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 |
| c.: Child rotates shapes, with teacher support and multiple experiences over time. | 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 |
| 3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid) | |
| a.: Child categorizes (sorts) examples of three-dimensional shapes. | 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 |
| b.: Child names three-dimensional shapes. | 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 |
| 4. Analyzes and constructs examples of simple symmetry and nonsymmetry in two dimensions, using concrete objects | 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 |

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| e. Spatial Relations | |
| 1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside) | |
| a:. Child shows understanding of positional words (receptive knowledge). | Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to) |
| b:. Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time. | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance |
| 2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”) | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance |
| 3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical) | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance |
| 4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions) | Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance |

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| f. Measurement | |
| 1. Engages in activities that explore measurement | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| 2. Compares continuous quantities using length, weight, and height | |
| a.: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| b.: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| c.: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time. | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| d.: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time. | Compares and measures Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth |

| 3. Represents and analyzes data | |
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| a.: Child assists with collecting and sorting materials to be graphed. | <p>Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> |
| b.: Child works with teacher and small groups to represent mathematical relations in charts and graphs. | <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> |
| c.: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs. | <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> |
| 4. Child predicts the results of a data collection, with teacher support and multiple experiences over time. | <p>Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols</p> |

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| B. Scientific Inquiry | |
| a. Investigation and Inquiry | |
| 1. Demonstrates the use of simple tools and equipment for observing and investigating | Uses scientific inquiry skills Uses tools and other technology to perform tasks |
| 2. Examines objects and makes comparisons | Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools Uses scientific inquiry skills |
| b. Physical Science | |
| 1. Explores the physical properties and creative use of objects or matter | Demonstrates knowledge of the physical properties of objects and materials |
| c. Life Science | |
| 1. Explores growth and change of living things | Demonstrates knowledge of the characteristics of living things |
| 2. Identifies the characteristics of living things | Demonstrates knowledge of the characteristics of living things |
| 3. Identifies the five senses and explore functions of each | Uses scientific inquiry skills Demonstrates knowledge of the characteristics of living things Demonstrates knowledge about self |
| d. Earth and Space | |
| 1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time | Demonstrates knowledge of Earth's environment |
| 2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment | Demonstrates knowledge of the physical properties of objects and materials Demonstrates knowledge of Earth's environment |
| e. Environmental Awareness | |
| 1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time | Demonstrates knowledge of Earth's environment |

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| C. Social Studies | |
| a. Individual Development and Identity | |
| 1. Begins to recognize and appreciate similarities and differences in people | Shows basic understanding of people and how they live |
| 2. Begins to understand family characteristics, roles, and functions | Demonstrates knowledge about self Shows basic understanding of people and how they live |
| 3. Shows awareness and describes some social roles and jobs that people do | Shows basic understanding of people and how they live |
| b. People, Places, and Environments | |
| 1. Demonstrates awareness of geographic thinking | Demonstrates simple geographic knowledge |
| c. Technology and Our World | |
| 1. Shows awareness of technology and its impact on how people live | Uses tools and other technology to perform tasks |
| d. Civic Ideals and Practices | |
| 1. Demonstrates awareness of group rules (civics) | Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Shows basic understanding of people and how they live |
| 2. Begins to understand and take on leadership roles | Demonstrates knowledge about self |

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| D. Creative Expression Through The Arts | |
| a. Visual Arts | |
| 1. Explores visual arts | Explores the visual arts |
| 2. Creates visual arts to communicate an idea | 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 |
| 3. Discusses and responds to the feelings caused by an artwork | Explores the visual arts |
| b. Music | |
| 1. Explores music | Explores musical concepts and expression |
| 2. Creates music to communicate an idea | Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores musical concepts and expression |
| 3. Discusses and responds to the feelings caused by music | Explores musical concepts and expression |
| c. Creative Movement and Dance | |
| 1. Explores creative movement and dance | Explores dance and movement concepts |
| 2. Creates creative movement and dance to communicate an idea Creative movement and dance | Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Explores dance and movement concepts |
| 3. Discusses and responds to the feelings caused by creative movement and dance | Explores dance and movement concepts |

| d. Dramatic Play and Theatre | |
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| 1. Explores dramatic play and theatre | Explores drama through actions and language |
| 2. Creates dramatic play and theatre to communicate an idea Dramatic play | <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>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</p> <p>Explores drama through actions and language</p> |
| 3. Discusses and responds to the feelings caused by dramatic play and theatre | Explores drama through actions and language |