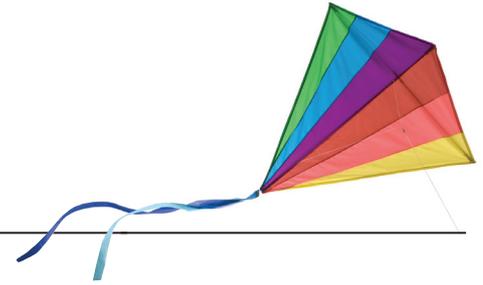




Alignment of

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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten**  
**With**  
***Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children***

This document aligns the content in the *Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children*: with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

- Mississippi Department of Education. (2013). *Mississippi early learning standards for classrooms serving four-year-old children*. Jackson, MS: Author. Retrieved from <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-standards.pdf>
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

<b>English Language Arts</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask “ <i>What is the duck doing?</i> ” or respond to “ <i>Tell me about the duck?</i> ”).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (conversation, drama, props throughout the classroom, creative movement, art, and creative writing).	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 5 emerging to 6. 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  18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
3. With prompting and support, identify some characters, settings, and/or major events in a story.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Craft and Structure</b>	
<b>4. Exhibit curiosity and interest in learning words in print.</b>	
a. Develop new vocabulary from stories.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b. Identify environmental print (e.g., word wall, class dictation).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, and ability diversity).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes
6. With prompting and support, identify the role of the author and illustrator.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Range of Reading and Level of Text Complexity</b>	
10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest about words in a variety of informational texts.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. With prompting and support, identify the front cover, back cover, and title page of a book.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
6. With prompting and support, identify the role of the author and illustrator in informational text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>Integration of Knowledge and Ideas</b>	
7. With prompting and support, make connections between self and text and/or information and text.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
8. With prompting and support, explore the purpose of the informational text as it relates to self.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

Range of Reading and Level of Text Complexity	
10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult
<b>Reading: Foundational Skills</b>	
<b>Print Concepts</b>	
<b>1. With prompting and support, demonstrate understanding of conventions of print.</b>	
a. Recognize an association between spoken and written words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name
d. Differentiate letters from numbers.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
e. Recognize words as a unit of print and understand that letters are grouped to form words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
f. Understand that print moves from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow

g. Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>Phonological Awareness</b>	
<b>2. With prompting and support, demonstrate an emerging understanding of spoken words, syllables, and sounds.</b>	
a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously
c. Demonstrate awareness of the relationship between sounds and letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words
e. With prompting and support, isolate and pronounce the initial sounds in words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 5 emerging to 6. Matches beginning sounds of some words  15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime
f. Demonstrate an awareness of ending sounds in words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime

<b>3. With prompting and support, demonstrate emergent phonics and word analysis skills.</b>	
a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
b. Recognize own name, environmental print, and some common high-frequency sight words.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name  17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>Fluency</b>	
4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
<b>Writing</b>	
<b>Text Types and Purposes</b>	
<b>1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.</b>	
a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>Production and Distribution of Writing</b>	
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.	28. Uses tools and other technology to perform tasks
<b>Research to Build and Present Knowledge</b>	
7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
8. With prompting and support, recall information from experiences to answer questions.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation

<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.</b>	
a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders
b. Engage in extended conversations.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>Presentation of Knowledge and Ideas</b>	
4. With prompting and support, describe familiar people, places, things, and events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
5. With prompting and support, add drawings or other visual displays to descriptions.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

<b>Language</b>	
<b>Conventions of Standard English</b>	
<b>1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.</b>	
a. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
b. Form regular plural nouns by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
c. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
d. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, of, by, with</i> ).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance
e. Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules
<b>2. With prompting and support, demonstrate awareness of the conventions of standard English.</b>	
a. Write first name, capitalizing the first letter.	19. Demonstrates emergent writing skills 19a. Writes name 4 emerging to 5. Partially accurate name
b. Attempt to write a letter or letters to represent a word.	19. Demonstrates emergent writing skills 19a. Writes name 2 emerging to 3. Mock letters or letter-like forms

c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling
<b>Vocabulary Acquisition and Use</b>	
<b>4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.</b>	
a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items
<b>5. With guidance and support, explore word relationships and word meanings.</b>	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., <i>run, walk; fast, slow; soft, hard</i> ).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
c. Identify real-life connections between words and their use (e.g., find examples of things that are <i>smooth, rough</i> ).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories  12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

<b>Mathematics</b>	
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence.</b>	
1. With prompting and support, recite numbers 1 to 30 in the correct order.	20. Uses number concepts and operations 20a. Counts 7 emerging to 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
2. With prompting and support, recognize, name, and experiment with writing numerals 0 – 10.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects
<b>Count to tell the number of objects.</b>	
<b>3. With guidance and support, understand the relationship between numerals and quantities.</b>	
a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
b. Match quantities and numerals 0 – 5.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
<b>4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.</b>	
a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.	20. Uses number concepts and operations 20a. Counts 6. 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>Compare numbers.</b>	
5. Use comparative language (e.g., <i>more than</i> , <i>less than</i> , <i>equal to</i> , <i>same</i> , and <i>different</i> ) to compare objects, using developmentally appropriate pre-kindergarten materials.	20. Uses number concepts and operations 20b. Quantifies 6. 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>Operations and Algebraic Thinking</b>	
<b>Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.</b>	
1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. 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. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 6. 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>3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.</b>	
a. Duplicate and extend simple patterns using concrete objects.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
<b>Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size using appropriate vocabulary (e.g., <i>small</i> , <i>big</i> , <i>short</i> , <i>tall</i> , <i>empty</i> , <i>full</i> , <i>heavy</i> , <i>light</i> ).	22. Compares and measures 3 emerging to 4. 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>2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).</b>	
a. Use nonstandard units of measurement.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
b. Explore standard tools of measurement.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>Classify objects and count the number of objects in each category.</b>	
3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).	22. Compares and measures 3 emerging to 4. 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>Geometry</b>	
<b>Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
1. With guidance and support, correctly name shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

<b>Analyze, compare, create, and compose shapes.</b>	
<p>4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, and pattern blocks).</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>5. With guidance and support, explore using shapes to create representations of common objects (e.g., use a square and a triangle to make a house).</p>	<p>14. Uses symbols and images to represent something not present                      14a. Thinks symbolically                      5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>

<b>Approaches to Learning</b>	
<b>Play</b>	
<b>Engage in play.</b>	
1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs  11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
4. Demonstrate active engagement in play.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
<b>Curiosity and Initiative</b>	
<b>Demonstrate curiosity and initiative.</b>	
1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

2. Ask questions to seek new information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
3. Make independent choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4. Approach tasks and activities with flexibility, imagination, and inventiveness.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
<b>Persistence and Attentiveness</b>	
<b>Demonstrate persistence and attentiveness.</b>	
1. Follow through to complete a task or activity.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
2. Demonstrate the ability to remain engaged in an activity or experience.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
<b>Problem-solving Skills</b>	
<b>Demonstrate problem-solving skills.</b>	
1. Identify a problem or ask a question.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility

<p>3. Apply prior learning and experiences to build new knowledge.</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation     6. Shows eagerness to learn about a variety of topics and ideas</p> <p>12. Remembers and connects experiences 12b. Makes connections     6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
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<b>Social and Emotional Development</b>	
<b>Social Development</b>	
<b>Build and maintain relationships with others.</b>	
<b>1. Interact appropriately with familiar adults.</b>	
a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
b. Engage with a variety of familiar adults for a specific purpose.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
<b>2. Interact appropriately with other children.</b>	
a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).	2. Establishes and sustains positive relationships 2c. Interacts with peers 5 emerging to 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
c. Ask permission to use items or materials of others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
d. Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

<b>3. Express empathy and care for others.</b>	
a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
b. Offer and accept encouraging and courteous words to demonstrate kindness.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 5 emerging to 6. Identifies basic emotional reactions of others and their causes accurately
<b>Work productively toward common goals and activities.</b>	
<b>4. Participate successfully as a member of a group.</b>	
a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).	1. Manage feelings 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<b>5. Join ongoing activities in acceptable ways.</b>	
a. Express to others a desire to play (e.g., say, “I want to play.”).	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
b. Lead and follow.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
c. Move into groups with ease.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
<b>6. Resolve conflicts with others.</b>	
a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
b. With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems

<b>Emotional Development</b>	
<b>Demonstrate awareness of self and capabilities.</b>	
<b>1. Demonstrate trust in self.</b>	
a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>2. Develop personal preferences.</b>	
a. Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” I want ...”).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Select and complete tasks (e.g., finish a puzzle or drawing).	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruption
<b>3. Show flexibility, inventiveness, and interest in solving problems.</b>	
a. Make alternative choices (e.g., move to another area when a center is full).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and peruses a variety of appropriately challenging tasks

<b>4. Know personal information.</b>	
a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).	29. Demonstrates knowledge about self
b. Refer to self by first and last name.	29. Demonstrates knowledge about self
c. Know parents'/guardians' names.	29. Demonstrates knowledge about self
<b>Recognize and adapt expressions, behaviors, and actions.</b>	
<b>5. Show impulse control with body and actions.</b>	
a. Control own body in space (e.g., move safely through room without harm to self or others).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>6. Manage emotions.</b>	
a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
b. With prompting and support, recognize emotions (e.g., "I am really mad.").	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
<b>7. Follow procedures and routines with teacher support.</b>	
a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
b. Use materials with care and safety (e.g., use scissors to cut paper).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
c. Take turns sharing information with others (e.g., interact during group time).	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and share ideas and materials in socially acceptable ways
<b>8. Demonstrate flexibility in adapting to different environments.</b>	
a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
b. Follow rules (e.g., use outside voice, use inside voice) in different settings.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations

Science	
Scientific Method and Inquiry	
Engage in simple investigations.	
1. Make observations, make predictions, and ask questions about natural occurrences or events.	24. Uses science inquiry skills  27. Demonstrates knowledge of Earth's environment
2. Describe, compare, sort and classify, and order objects.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, shape  22. Compares and measures 4. 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  24. Uses science inquiry skills
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).	28. Uses tools and other technology to perform tasks
4. Explore materials, objects, and events and notice cause and effect.	24. Uses science inquiry skills  26. Demonstrates knowledge of the physical properties of objects and materials
5. Describe and communicate observations, results, and ideas.	24. Uses science inquiry skills
6. Work collaboratively with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

<b>Use the five senses to explore and investigate the environment.</b>	
7. Name and identify the body parts associated with the use of each of the five senses.	24. Uses scientific inquiry skills 29. Demonstrates knowledge about self
8. Describe similarities and differences in the environment using the five senses.	24. Uses scientific inquiry skills 29. Demonstrates knowledge about self
<b>Physical Science</b>	
<b>Develop awareness of observable properties of objects and materials.</b>	
1. Manipulate and explore a wide variety of objects and materials.	26. Demonstrates knowledge of the physical properties of objects and materials
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).	26. Demonstrates knowledge of the physical properties of objects and materials
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Life Science</b>	
<b>Acquire scientific knowledge related to life science.</b>	
1. Name, describe, and distinguish plants, animals, and people by observable characteristics.	25. Demonstrates knowledge of the characteristics of living things
2. Describe plant, animal, and human life cycles.	25. Demonstrates knowledge of the characteristics of living things
3. Describe the needs of living things.	25. Demonstrates knowledge of the characteristics of living things
4. Compare and contrast characteristics of living and nonliving things.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things

<b>Earth Science</b>	
<b>Apply scientific knowledge related to earth science and space.</b>	
1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).	27. Demonstrates knowledge of Earth's environment
2. Identify characteristics of the clouds, sun, moon, and stars.	27. Demonstrates knowledge of Earth's environment
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).	24. Uses scientific inquiry skills 27. Demonstrates knowledge of Earth's environment
<b>Technology</b>	
<b>Identify and explore a variety of technology tools.</b>	
1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.	28. Uses tools and other technology to perform tasks
2. Use technology tools to gather and/or communicate information.	28. Uses tools and other technology to perform tasks
3. With prompting and support, invent and construct simple objects or structures using technology tools.	28. Uses tools and other technology to perform tasks

<b>Physical Development</b>	
<b>Gross Motor Skills</b>	
<b>Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.</b>	
1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.</b>	
3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>Fine Motor Skills</b>	
<b>Demonstrate competency in fine motor skills needed to perform a variety of physical activities.</b>	
1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

<b>Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.</b>	
2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Participate in fine motor activity for self-expression and/or social interaction.</b>	
4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.</b>	
6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>Self-Care, Health, and Safety Skills</b>	
<b>Demonstrate an awareness and practice of safety rules.</b>	
1. With prompting and support, identify safety rules (e.g., classroom, home, community).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Demonstrate an emerging (developing) use of standard health practices.</b>	
4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5. With prompting and support, participate in a variety of physical activities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
6. With prompting and support, identify nutritious foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Creative Expression</b>	
<b>Music</b>	
<b>Participate in music-related activities.</b>	
1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.	34. Explores musical concepts and expression
2. Sing a variety of short songs.	34. Explores musical concepts and expression
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).	34. Explores musical concepts and expression
4. With prompting and support, identify fast and slow tempos and simple elements of music.	34. Explores musical concepts and expression
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.	34. Explores musical concepts and expression
<b>Dance and Movement</b>	
<b>Demonstrate understanding through the use of movement.</b>	
1. Create simple movements (e.g., twirl, turn around, skip, shake).	35. Explores dance and movement concepts
2. Respond rhythmically to different types of music (e.g., fast, slow).	35. Explores dance and movement concepts
<b>Theatre and Dramatic Play</b>	
<b>Engage in dramatic play throughout the day in a variety of centers.</b>	
1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  36. Explores drama through actions and language
2. Use available materials as either realistic or symbolic props.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else  36. Explores drama through actions and language

<p>3. Make up new roles from experiences and/or familiar stories.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>36. Explores drama through actions and language</p>
<p>4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                      4. Acts out familiar or imaginary scenarios; may use props to stand for something else</p> <p>36. Explores drama through actions and language</p>
<p><b>Visual Arts</b></p>	
<p><b>Create and respond to visual art.</b></p>	
<p>1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.</p>	<p>33. Explores the visual arts</p>
<p>2. Create artwork that reflects an idea, theme, or story.</p>	<p>33. Explores the visual arts</p>
<p>3. Describe own art work.</p>	<p>33. Explores the visual arts</p>

<b>Social Studies</b>	
<b>Family and Community</b>	
<b>Understand self in relation to the family and the community.</b>	
1. Identify self as a member of a family, the learning community, and local community.	29. Demonstrates knowledge of self
2. With prompting and support, identify similarities and differences in people.	30. Shows basic understanding of people and how they live
3. With prompting and support, describe some family traditions.	30. Shows basic understanding of people and how they live
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.	30. Shows basic understanding of people and how they live
<b>Understand the concept of individual rights and responsibilities.</b>	
5. With prompting and support, demonstrate responsible behavior related to daily routines.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>6. With prompting and support, explain some rules in the home and in the classroom.</b>	
a. Identify some rules for different settings.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
b. Identify appropriate choices to promote positive interactions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).	30. Shows basic understanding of people and how they live
8. With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).	29. Demonstrates knowledge of self  30. Shows basic understanding of people and how they live
9. With prompting and support, describe a simple sequence of familiar events.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

<b>Our World</b>	
<b>Understand the importance of people, resources, and the environment.</b>	
1. Treat classroom materials and the belongings of others with care.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. With prompting and support, identify location and some physical features of familiar places in the environment.	32. Demonstrates simple geographic knowledge
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).	30. Shows basic understanding of people and how they live
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.	28. Uses tools and other technology to perform tasks
5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).	27. Demonstrates knowledge of Earth's environment
<b>History and Events</b>	
<b>Understand events that happened in the past.</b>	
1. With prompting and support, describe a simple series of familiar events.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
2. Recognize events that happened in the past.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view