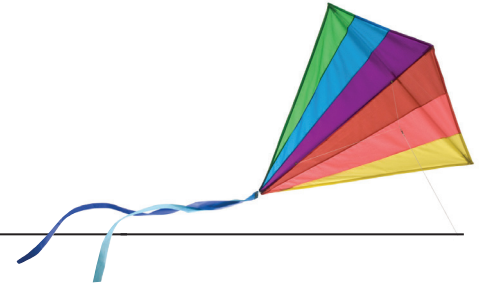




Alignment of



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



WITH

**Alignment of the *GOLD™* by Teaching Strategies® Objectives for Development & Learning: Birth Through Kindergarten
With
Maine's Early Learning and Development Standards**

This document aligns the content in *Maine's Early Learning and Development Standards* with the objectives, dimensions, and indicators of the *GOLD™* assessment system.

References

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *GOLD™* by Teaching Strategies® Objectives for Development & Learning: Birth Through Kindergarten. Bethesda, MD: Teaching Strategies, LLC.

Maine Department of Education. (2015) *Maine's early learning and development standards*. Augusta, ME: Author. Content retrieved from <http://www.maine.gov/doe/publicpreschool/documents/Maine-ELDS.pdf>

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| Social and Emotional Development | |
| Emotional Development | |
| Self Concept | |
| 36 – 48 months | |
| Develops and communicates a growing awareness of self as having certain abilities, characteristics, preferences, and rights | 29. Demonstrates knowledge about self |
| Chooses individual activities | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Expresses self in different roles during pretend play | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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 |
| Compares self with others | 30. Shows basic understanding of people and how they live |
| Expresses own ideas and opinions | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| 48 – 60 months | |
| Has an awareness of self as having certain abilities, characteristics, preferences and rights | 29. Demonstrates knowledge about self |
| Demonstrates self-direction by making choices among peers, activities and materials | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Takes on new tasks and improves skills with practice | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |

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| Initiates actions or activities with peers | 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 |
| Expresses delight over a successful project and want others to like it too | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Demonstrates confidence in own abilities and delights in the mastery of a skill | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Demonstrates an understanding of and follows through with basic responsibilities | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Self-Regulation | |
| 36 – 48 months | |
| Begins to tell and follow basic safety guidelines and requirements | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 30. Shows basic understanding of people and how they live |
| Shows progress in appropriately expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |
| Demonstrates increasing competency in recognizing and describing own and others' emotions | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own |
| Develops increased capacity to share materials or caregiver/teacher's attention | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification |
| Shows increased ability to wait for his/her turn in a simple game or for use of equipment | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification |

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| Will use private or inner speech to help remember the rules and standards of behavior | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Uses materials and equipment purposefully, safely and respectfully | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Begins to accept consequences of own actions | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Listens with interest and understanding to directions | 8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions |
| Listens with interest and understanding during conversations | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges) |
| 48 – 60 months | |
| Expresses self in safe and appropriate ways through words and actions | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |
| Seeks peaceful resolutions to conflict | 3. Participates cooperatively and constructively in group situations 3a. Solves social problems 6. Suggests solutions to social problems |
| Stops and listens to instructions before jumping into activity, with guidance | 8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures |
| Follows rules and routines | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Respects the rights and property of others | 30. Shows basic understanding of people and how they live |

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| Uses materials appropriately | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Is able to share materials or caregiver's/teacher's attention | 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 |
| Can wait for turn in simple game or use of equipment | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns |
| Accepts consequences of own actions | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Regulates own emotions and behaviors | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |
| Refrains from disruptive, aggressive, angry or defiant behaviors | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |
| Asks what and why questions to understand effects of behavior | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |
| Sympathy and Empathy | |
| 36 – 48 months | |
| Realizes and expresses how another child might feel | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately |
| Demonstrates awareness of feeling during pretend 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 |

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| Recognizes other children's kind behaviors | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately |
| 48 – 60 months | |
| Expresses empathy for others | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others |
| Comforts physically hurt or emotionally upset child through appropriate words or actions | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others |
| Labels own emotions and, increasingly, the emotions of others | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own |
| Demonstrates understanding of the consequences of own actions on others | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Understands the reasons for rules and routines within the group and accepts them | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations 30. Shows basic understanding of people and how they live |
| Asks "what" and "why" questions to understand effects of behavior | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |
| Shows progress in expressing feelings, needs, and opinions, in difficult situations and conflicts, without harming self, others, or property | 1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time |

| Adapting to Diverse Settings | |
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| 36 – 48 months | |
| Explores objects and materials, and interacts with others in a variety of new settings | 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 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 |
| Begins to demonstrate ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations |
| 48 – 60 months | |
| Demonstrates ability to be flexible or adjust to routine or unexpected changes including physical setting, daily schedule, staffing and group size/ attendance | 1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations |
| Adjusts to transitions from one activity setting to the next during the day with appropriate emotions and behaviors | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Anticipates with assistance what will be needed in diverse settings | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations |
| Follows rules in diverse settings | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations |

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| Social Development | |
| Building Relationships with Adults | |
| 36 – 48 months | |
| Separates with assistance from significant adults, without undue anxiety, in familiar settings | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 5 emerging to 6. Manages separations without distress and engages with trusted adults |
| Approaches adults for assistance | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Offers to assist adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Expresses affection for significant adults | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Follows caregivers'/teachers' guidance for appropriate behavior in different environments | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Interacts appropriately with familiar adult(s) and peers | 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 |
| Identifies known safety roles and distinguishes between trusted and unknown adults | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations 30. Shows basic understanding of people and how |
| 48 – 60 months | |
| Asks questions and checks with an adult before deviating from rules and routines | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| Seeks adult help when needed for emotional support | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Confides in at least one adult | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Works independently and asks for help only when necessary | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Works cooperatively with an adult to plan and organize activities and solve problems | 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems |
| Uses socially appropriate behavior with peers and adults such as helping, sharing and taking turns | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 6. Initiates the sharing of materials in the classroom and outdoors |
| Building Relationships with Children | |
| 36 – 48 months | |
| Separates willingly from adults to play with friends | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults |
| Plays beside and interacts with peers | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| Shows enjoyment in playing with other children | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| Participates in group glee | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| Has at least one other friend and begins to show preference for particular playmate | 2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates |
| Leads or participates in planning cooperative play 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 or three children |

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| Understands the concept of “mine” and “his/hers” | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 6. Initiates the sharing of materials in the classroom and outdoors |
| Joins a group of other playing children with adult prompts, as needed | 2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups |
| 48 – 60 months | |
| Participates cooperatively in large and small group activities | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |
| Participates in classroom and group routines | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Uses different turn-taking strategies | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 6. Initiates the sharing of materials in the classroom and outdoors |
| Shows increasing abilities to use compromise and discussion in play, and resolution of conflicts with peers | 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise |
| Develops consideration for the needs or interests of peers | 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems |
| Develops friendships with peers | 2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special relationship with one other child, but the friendship might only last a short while |
| Notices and comments on who is absent from routine group settings | 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 |
| Shows concern for personal fairness within a peer group | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 6. Initiates the sharing of materials in the classroom and outdoors |
| Defends own rights and the rights of others | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |

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| Gives social support to others | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |
| Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking | 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems |
| Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.) | 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live |
| Uses play to explore, practice and understand social roles | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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 |
| Joins in the middle of an ongoing group activity with friends independently | 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 |
| Invents and sets up activities that include more than one child | 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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 |
| Gives social support to others | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |

| Respecting Similarities and Differences | |
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| 36 – 48 months | |
| Compares similarities or difference of others' physical characteristics, interests, and abilities, may use self as a reference | 29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live |
| Develops varied relationships with others based upon shared experiences and engagement in activities not based upon gender, ethnic background or special needs | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests 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 |
| Carries on sustained interaction with adults in their world | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests |
| Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics | 30. Shows basic understanding of people and how they live |
| Begins to demonstrate an understanding of inclusion or fairness through words and actions | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |
| 48 – 60 months | |
| Names and accepts differences and similarities in preferences | 30. Shows basic understanding of people and how they live |
| Notices that other children might communicate differently or use different words for the same object | 30. Shows basic understanding of people and how they live |
| Begins to examine a situation from others' perspective | 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own |
| Shows concern about personal fairness within a peer group | 3. Participates cooperatively and constructively in group situations 3a. Balance needs and rights of others 8. Cooperates and shares ideas and materials in socially acceptable ways |

| Approaches to Learning | |
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| Initiative and Curiosity | |
| 36 – 48 months | |
| Expresses (verbally or nonverbally) an interest in a widening range of topics, ideas, and tasks | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Shows interest in how and why others do things | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Develops increased ability to make independent choices | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Explores materials and actively uses them to follow through on an idea | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks |
| 48 – 60 months | |
| Initiates participation in a widening ranges of topics, ideas, and tasks | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Invents projects and works on them with little assistance | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks |
| Wonders and asks questions about change in his/her world | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Uses “wh” questions to get information a variety of topics (why, who, what, where and when) | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |

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| Approaches tasks and activities with increasing 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 |
| Invents games and new activities | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long term solutions and takes on more abstract challenges |
| Engagement and Persistence | |
| 36 – 48 months | |
| Engages in individual or group activities that express real life experiences, ideas, knowledge, feelings, and fantasy | 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 |
| Participates in an increasing variety of tasks and activities | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Begins to sets goals, develops plans, and completes tasks | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Demonstrates an increasing capacity to maintain concentration for a meaningful period of time | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions |
| 48 – 60 months | |
| Persists in and completes an increasing variety of tasks, activities, projects, and experiences despite frustrations | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and/ or increasingly manages own level of frustration) | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions |

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| Chooses to leave a project and returns to it later for completion or elaboration | 11. Demonstrates positive approaches to learning 11a. Attends and engages 7 emerging to 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions |
| Sets goals, develops plans, and completes tasks with increasing independence | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Maintains concentration despite distractions | 11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions |
| Reflection and Problem Solving | |
| 36 – 48 months | |
| Recognizes and attempts to solve problems through trial and error and by interacting with peers and adults | 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it |
| Explains part, or all, of the problem when asking for help | 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it |
| Uses self-talk to guide when solving a problem | 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it |
| 48 – 60 months | |
| Predicts when something might be a problem or challenge | 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every solution |
| Makes predictions about what will happen next | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |

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| Looks for more than one solution to a question, task, or problem | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |
| Applies prior experiences, senses, and knowledge to new learning situations | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |
| Considers and implements different approaches to carrying out a task | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |
| Independently alters approach to tasks when initial approach does not work | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |
| Discusses or documents important aspects of an experience and identifies what was learned | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |
| Solves increasingly complex problems and an increased number of problems | 11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results |

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| Creative Arts | |
| Visual Arts | |
| 36 – 48 months | |
| Uses a variety of art- making tools | 33. Explores the visual arts |
| Shares art materials and begins to work with peers on a group artwork | 33. Explores the visual arts |
| Chooses artwork to display and keep based on personal preferences | 33. Explores the visual arts |
| Explores a variety of developmentally appropriate materials and media to create 2 and 3 dimensional artwork | 33. Explores the visual arts |
| Begins to use art materials safely and appropriately | 33. Explores the visual arts |
| Observes and discusses artwork created by both adults and children | 33. Explores the visual arts |
| 48 – 60 months | |
| Shows interest in different art media and materials in a variety of ways for creative expression and representation | 33. Explores the visual arts |
| Works collaboratively to create group art displays | 33. Explores the visual arts |
| Progresses in abilities to create drawings, paintings and other art creations that reflect more detail, uniqueness, and/or realism | 33. Explores the visual arts |
| Uses art materials safely and appropriately | 33. Explores the visual arts |
| Selects and describes the elements of personal artwork with teachers, other children and parents | 33. Explores the visual arts |
| Movement and Dance | |
| 36 – 48 months | |
| Responds in movement to a variety of sensory stimuli (e.g. audio, visual, tactile) | 35. Explores dance and movement concepts |
| Engages in various types of music and rhythm activities through movement | 35. Explores dance and movement concepts |
| Demonstrates awareness of body in space and moves with developing control | 35. Explores dance and movement concepts |
| 48 – 60 months | |
| Moves in response to tempo changes and different styles of music | 35. Explores dance and movement concepts |
| Uses creative movement, planned or improvised, that expresses an idea or feeling | 35. Explores dance and movement concepts |
| Listens and cooperates in group creative movement/dances | 35. Explores dance and movement concepts |

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| Music | |
| 36 – 48 months | |
| Recognizes different patterns of tempo, rhythm and pitch | 34. Explores musical concepts and expression |
| Develops ability to sing expressively | 34. Explores musical concepts and expression |
| Listens to and explores various kinds of music and instruments, and natural sounds | 34. Explores musical concepts and expression |
| 48 – 60 months | |
| Shows increasing ability to recognize tempo changes and different styles of music | 34. Explores musical concepts and expression |
| Sings songs with more complex and varied lyrics, patterns and notations | 34. Explores musical concepts and expression |
| Uses music and instruments to imitate and improvise songs, melodies, and patterns | 34. Explores musical concepts and expression |
| Dramatic Play/Performance | |
| Dramatic Expression | |
| 36 – 48 months | |
| Begins to use objects for other than their intended purpose during play | 36. Explores drama through actions and language |
| Begins to identify real and make- believe | 36. Explores drama through actions and language |
| Explores new and familiar situations through dramatic play | 36. Explores drama through actions and language |
| 48 – 60 months | |
| Uses objects for other than their intended purpose to create representations of real life objects or activities | 36. Explores drama through actions and language |
| Represents fantasy and real life experiences through pretend play and use of props and costumes | 36. Explores drama through actions and language |
| Uses pretend play to represent known or anticipated situations | 36. Explores drama through actions and language |
| Performance | |
| 48 – 60 months | |
| Creates characters through physical movement, gesture, sound, speech and facial expressions | 36. Explores drama through actions and language |
| Recreates dramatic play experiences, stories or poems for an audience | 36. Explores drama through actions and language |

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| Early Language and Literacy | |
| Speaking and Listening | |
| Comprehension and Collaboration | |
| 36 – 48 months | |
| Begins to engage in collaborative conversations about preschool topics and texts with peers and adults in small and larger groups: | |
| Begins to follow agreed upon rules for discussions (e.g., listening to others and taking turn speaking about the topics and texts under discussion) | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| Begins to engage in conversations with multiple exchanges | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges |
| Begins to confirm understanding of a text read aloud or information presented orally or through other media by asking & answering questions | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| Begins to ask questions in order to seek help, get information, or clarify something that is not understood | 8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| 48 – 60 months | |
| Increases ability to engage in collaborative conversations about preschool topics and texts with peers and adults in small & larger groups: | |
| Follows agreed-upon rules for discussions (e.g., listening to other & taking turn speaking about the topics & texts under discussion) | 10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders |

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| Engages in conversations with multiple exchanges | 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges |
| Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Asks questions in order to seek help, get information, or clarify something that is not understood | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Presentation of Knowledge and Ideas | |
| 36 – 48 months | |
| Begins to describe familiar people, places, things, and events | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major events |
| Begins to speak audibly and, with prompting and support, express thoughts, feelings, and idea | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words |

| 48 – 60 months | |
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| Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major events |
| Begins to add drawing or other visual displays to descriptions to provide additional detail | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| Speaks audibly most of the time and expresses thoughts, feelings, and ideas | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words |
| Conventions of Standard English | |
| 36 – 48 months | |
| Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: | |
| Prints some letter and/or letter-like symbols | 19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms |
| Uses frequently occurring nouns and verbs | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences |

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| Begins to form some regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences |
| Begins to understand question words (e.g. who, what, where, when, why, how) | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Begins to understand the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences |
| Begins to speak in complete sentences | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences |
| 48 – 60 months | |
| Begins to demonstrate understanding of the conventions of standard English grammar and usage when writing or speaking: | |
| Prints some upper- and lowercase letters, and can write own name | 19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name |
| Uses frequently occurring nouns and verbs | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Begins to form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Responds to and uses more question words (interrogatives, e.g. who, what, where, when, why, how) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Begins to use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with) | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |
| Demonstrates the ability to speak in complete sentences | 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules |

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| Begins to use standard English capitalization, punctuation, and spelling when writing: | |
| Capitalizes the first letter in own name | 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 |
| Begins to recognize punctuation (e.g., ., ?, !) | 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 |
| Begins to write letters to represent sounds | 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write |
| Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships | 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write |
| Vocabulary Acquisition and Use | |
| 36 – 48 months | |
| Begins to ask and answer questions about the meanings of new words and phrases introduced through books, activities and play: | |
| Begins to generate words that are similar in meaning (e.g. happy/glad, angry/mad) | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Begins to explore word relationships and meanings: | |
| Begins to sort common objects into categories (e.g. big/small, living/nonliving) | 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic; e.g., color, size, or shape |
| Begins to apply words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy) | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |

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| Begins to use words and phrases acquired through conversations, listening to books read aloud, activities, and play | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| 48 – 60 months | |
| Asks & answers questions about the meanings of new words and phrases introduced through books, activities and play: | |
| With prompting and support, generates words that are similar in meaning (e.g. happy/glad, angry/mad) | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Explores word relationships and meanings: | |
| Sorts common objects into categories (e.g. big/small, living/nonliving) | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |
| Applies words learned in classroom activities to real-life examples (e.g., names places in school that are fun, quiet, or noisy) | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Begins to distinguish shades of meaning among verbs describing the same general action by acting out the meanings | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |
| Uses words and phrases acquired through conversations, listening to books read aloud, activities, and play | 8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories |

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| Reading Standards for Literature | |
| Key Ideas and Details | |
| 36 – 48 months | |
| <i>With prompting and support:</i> | |
| Engages and interacts during story reading | 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 |
| Retells information from a story | 18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts |
| Demonstrates understanding of whom or what a story is about | 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 |
| 48 – 60 months | |
| <i>With prompting and support:</i> | |
| Asks and answers questions about simple stories | 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 |
| Retells at least one major event from a simple story | 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters |
| Identifies main characters in simple stories | 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters |
| Craft and Structure | |
| 36 – 48 months | |
| Makes observations about words and pictures in books | 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 |

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| Begins to understand that a book has a title, author & illustrator | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| 48 – 60 months | |
| Asks questions about unknown words and phrases in stories | 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 |
| Begins to recognize that there are different text structures, such as stories, poems, and song | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors 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 |
| Begins to describe the roles of authors & illustrators | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge and Ideas | |
| 36 – 48 months | |
| Makes observations about the use of words and pictures | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| Begins to make connections between a story or poem and one's own experiences | 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation |
| 48 – 60 months | |
| Retells stories using both storybook language and pictures | 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters |

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| Begins to make connections between characters in familiar stories | 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 |
| Reading and Level of Text Complexity | |
| 36 – 48 months | |
| Seeks out experiences (individually and in groups) with pictures, books, and other print materials | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues |
| 48 – 60 months | |
| Participates in (individually and in groups) a variety of age appropriate print materials | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| Reading Standards for Informational Text | |
| Details- Informational Text | |
| 36 – 48 months | |
| <i>With prompting and support:</i> | |
| Engages and interacts during reading of an informational text | 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 |
| Recognizes that books provide information about the world | 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 |
| Recalls some information from an informational text read aloud or shared visually | 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 |

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| 48 – 60 months | |
| <i>With prompting and support:</i> | |
| Asks and answers questions about an informational text read aloud | 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 |
| Recalls important facts from an informational text after hearing it read aloud or studying particular pages/visuals | 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters |
| Represents or acts out concepts learned from hearing an informational text read aloud (e.g. makes a skyscraper out of blocks at the sensory table) | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |
| Structure- Informational Text | |
| 36 – 48 months | |
| Makes observations about words and pictures in an informational text | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Begins to display appropriate book-handling behaviors- orients book as if to be read, points to title, turns pages in a single direction | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Begins to understand that books have titles, authors, and illustrators | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Shows awareness of various features of print; letters, words, spaces, upper- and lowercase letters, some punctuation |
| 48 – 60 months | |
| Asks questions about unknown words and phrases in informational texts read aloud or shared visually | 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 |

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| Identifies front cover and back cover of a book and title | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Begins to describe the role of authors and illustrators | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors |
| Integration of Knowledge Ideas | |
| 36 – 48 months | |
| Describes important details from a photograph or illustration | 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 |
| Begins to recognize that information on a topic can be found in more than one text | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Uses various types of books for their intended purposes |
| 48 – 60 months | |
| Describes important information from text and pictures/photos/graphics | 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 |
| Recognizes that information on a topic can be found in more than one text | 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Uses various types of books for their intended purposes |
| Reading and Level of Text Complexity | |
| 36 – 48 months | |
| Seeks out experiences with informational text materials | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues |

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| 48 – 60 months | |
| Participates individually and in groups in a variety of age appropriate informational text materials | 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| Reading Standards: Foundational Skills | |
| Print Concepts | |
| 36 – 48 months | |
| Begins to display appropriate book-handling behaviors and begin to recognize print conventions: | |
| Holds a book as if to read, point to title, and opens book and turns pages in single direction | 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers |
| Recognizes print as something that can be read | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read |
| Recognizes and names the letters of his/her first name | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name |
| 48 – 60 months | |
| Displays appropriate book handling skills and knowledge of print conventions: | |
| Begins to track print from left to right and top to bottom | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow |
| Recognizes that print is something that is read and has specific meaning | 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read |
| Begins to demonstrate that words are separated by spaces in print | 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 |

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| Recognizes and names at least 15-20 upper and 15-20 lower case letters. | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 6. Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order |
| Phonological Awareness | |
| 36 – 48 months | |
| <i>With prompting and support</i> | |
| Demonstrates an understanding of spoken words and syllables: | |
| Begins to recognize rhyming words | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously |
| Begins to count, pronounce, blend, and segment syllables in their own names | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words |
| Begins to isolate and pronounce the initial sounds (phonemes) in their own name and in some words | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 7 emerging to 8. Isolates and identifies the beginning sound of a word |
| 48 – 60 months | |
| <i>With prompting and support</i> | |
| Demonstrates understanding of spoken words, syllables, and some beginning sounds (phonemes): | |
| Recognizes and produces rhyming words | 15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously |
| Counts, pronounces, blends, and segments syllables in spoken words | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words |
| Blends and segments onsets and rimes of single-syllable words | 15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime |

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| Isolates and pronounces the initial and final sounds (phonemes) in single syllable words and their name | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word |
| Begins to add or substitute individual sounds (phonemes) in simple, one syllable words to make new words | 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word |
| Phonics and Word Recognition | |
| 36 – 48 months | |
| <i>With prompting and support</i> | |
| Begins to recognize that letters represent sounds | 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters |
| Begins to recognize own name and the names of other children in the classroom and common print around the classroom | 16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line |
| 48 – 60 months | |
| With prompting and support, applies beginning phonics and word analysis skills: | |
| Links a sound to a picture of an object that begins with that sound. | 15. Demonstrates phonological awareness 15a. Notices and discriminates alliteration 6. Matches beginning sounds of some words |
| Begins to link a sound to the corresponding printed letter | 16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10-20 letters |

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| Recognizes names of other children in the classroom and common print around the classroom. | <p>16. Demonstrates knowledge of the alphabet</p> <p>16a. Identifies and names letters</p> <p>4. Recognizes as many as 10 letters, especially those in own name</p> <p>17. Demonstrates knowledge of print and its uses</p> <p>17b. Uses print concepts</p> <p>8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line</p> |
| Fluency | |
| 36 – 48 months | |
| Attends to fluent models of reading | <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p> |
| Begins to imitate fluent models of reading | <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p> |
| 48 – 60 months | |
| Attends to fluent models of reading | <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p> |
| Imitates fluent models of reading | <p>18. Comprehends and responds to books and other texts</p> <p>18b. Uses emergent reading skills</p> <p>4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p> |

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| Writing Standards | |
| Text Types and Purposes of Writing | |
| 36 – 48 months | |
| With prompting and support, uses a combination of drawing, dictating and emergent writing to: | |
| Communicate ideas | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings |
| 48 – 60 months | |
| With prompting and support, uses a combination of drawing, dictating and writing to: | |
| Communicate opinions on topics of interest (e.g., My favorite food is...) | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Early invented spelling |
| Communicate information about a topic | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Early invented spelling |
| Tell a story | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Early invented spelling |
| Production and Distribution of Writing | |
| 36 – 48 months | |
| With prompting and support: | |
| Shares drawing and writing with others | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and uses drawings, constructions, movements, and dramatizations to represent ideas |
| Recognizes that digital tools are used for communication and, with support and guidance, uses them to convey messages in picture and/or words | 28. Uses tools and other technology to perform tasks |

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| 48 – 60 months | |
| <i>With prompting and support:</i> | |
| Shares drawing and writing with peers to gather additional ideas and/or answer questions | 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and uses drawings, constructions, movements, and dramatizations to represent ideas |
| Recognizes that digital tools are used for communication and, with support and guidance uses them to convey messages in picture and/or words | 28. Uses tools and other technology to perform tasks |
| Research to Build and Present Knowledge-Writing | |
| 36 – 48 months | |
| Begins to participate in shared research and writing projects modeled by adults (e.g., community helpers) | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions |
| With guidance & support from adults, begins to recall some information from experiences or gather information from resource | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 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 |

| Research to Build and Present Knowledge-Writing | |
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| 48 – 60 months | |
| Participates in shared research and writing projects modeled by adults (e.g. class explores how tadpoles become frogs and create visuals) | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions |
| With guidance and support, begins to recall information from experiences or gather information from different sources | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 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 |

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| Physical Development and Health | |
| Nutrition | |
| 36 – 48 months | |
| Makes known health-related needs and/or interests and considers possible options(i.e., when thirsty, asks for water) | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Helps to set and clear the table for meals, recognizing the appropriate materials needed | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Child serves self, taking food from one container to another, using utensils | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Engages, as possible, in food preparation | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| 48 – 60 months | |
| Recognizes, chooses and eats a variety of healthy foods from various cultures | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Identifies foods by their food group and where the food comes from, and knows the difference between healthful foods and those with little nutritional value | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Shows a growing awareness of nutrition and independence in hygiene, nutrition and personal care when eating | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |

| Safety | |
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| 36 – 48 months | |
| Recognizes and names people who keep them safe in dangerous situations | 30. Shows basic understanding of people and how they live |
| Has an awareness of strangers. | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults |
| Develops awareness of and the ability to follow basic safety rules and practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Avoids hazardous chemicals and unsafe materials | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Seeks adult approval before approaching unknown pets | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world |
| 48 – 60 months | |
| Identifies how people help keep them safe in dangerous situations | 30. Shows basic understanding of people and how they live |
| Can identify a stranger | 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults |
| Follows basic safety rules and practices | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| Demonstrates safety awareness and responsibility when using materials | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| Uses caution and keeps a distance from wildlife and unknown pets | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |
| Follows emergency routines after adult instruction | <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |

| Fine Motor | |
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| 36 – 48 months | |
| Holds drawing, writing and painting tools with fingers and thumb, creating more recognizable drawings (letters, shapes), but may hold the instrument too close to one end | 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using three-point finger grip but may hold the instrument too close to one end |
| Develops increasing strength, dexterity, and hand-eye coordination to use hands, fingers and wrists to manipulate objects | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| Cuts paper in straight line | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| Completes interlocking puzzles | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| Uses increased skill in self-serving with little spilling during meals, including using tongs | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements |
| 48 – 60 months | |
| Holds drawing, writing and painting tools by using a three-point finger grip, writing more detail, and drawing more recognizable facial features | 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 8. Uses three-point finger grip and efficient hand placement when writing and drawing |
| Continues to progress with use of utensils with limited spilling, using fork, and using knife for cutting | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |
| Demonstrates increased skills in using scissor grip to cut shapes or simple pictures while holding paper stationary with other hand | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |
| Practices manual self- help skills, including dressing self and attempting to tie shoes | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |

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| Uses small, precise finger and hand movements | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |
| Uses fingers, hands and wrists to manipulate a variety of small tools (e.g., stapler, hole punchers, spray bottles) | 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements |
| Gross Motor | |
| 36 – 48 months | |
| Moves purposefully from place to place with control | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Moves with an awareness of personal space in relationship to others | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Hops on one foot one time without losing balance or falling | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences |
| Jumps down from a step and forward ten inches | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |
| Walks forward and backward along a line or a beam using normal stride | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences |
| Walks up and down stairs, alternating feet | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Develops motor coordination and skill while using objects for a range of physical activities, such as pulling or throwing | 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Combines large motor movements with the use of equipment | 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| 48 – 60 months | |
| Coordinates complex movements in play and games | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |
| Understands movement concepts, how the body moves, an awareness of space and directionality, and that the body can move independently or in coordination with other objects | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |

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| Demonstrates progressive locomotive skills; successive hopping, and forward jumping. Has control over speed and direction and balance (running, sliding, galloping forward, back, right, left) | 4. Demonstrates traveling skills 8. Coordinates complex movements in play and games |
| Demonstrates cooperative skills while participating in physical activities | 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 |
| Sustains balance during complex movements | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences |
| Manipulates balls or similar objects with a full range of motion | 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Develops coordination and balance with a variety of playground equipment | 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Enjoys challenging him/herself to try new and increasingly difficult activities | 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks |
| Shows enthusiasm for mastery of gross motor movements through repetitive practice | 11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached |
| Physical Health Status | |
| 36 – 48 months | |
| Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended body mass index ranges for weight by height by age | Not specifically addressed by GOLD™ |
| Demonstrates body spatial awareness in relationship to stationary objects | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |

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| Participates in games, outdoor play, and other forms of exercise to enhance physical fitness | <p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p> |
| Engages in adaptive physical activities, as appropriate | <p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p> |
| 48 – 60 months | |
| Participates in games, outdoor play, and other forms of exercise to enhance physical fitness | <p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p> |
| Develops an awareness of personal health and fitness | <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p> |

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| Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility. | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Health Knowledge and Practices | |
| 36 – 48 months | |
| Completes personal care tasks with increasing independence | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Takes off coat and puts it where it belongs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Participates in structured and unstructured physical activities | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |
| Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements |

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| Transitions from high-energy to low-energy activities | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Follows routines independently | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Cooperates during doctor and dentist visits and health and developmental screenings | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Regulates own emotions and behaviors | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| Begins to take responsibility for meeting own needs | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs |
| 48 – 60 months | |
| Identifies specific practices that support body development and function | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Combines and uses different senses depending on the activity | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Recognizes the importance of doctor and dentist visits | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Identifies medicine and knows that is it used to stay healthy | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Identifies which school and community health helpers are needed in a given situation | 30. Shows basic understanding of people and how they live |

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| Regulates own emotions and behaviors | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Moves with an awareness of others | 4. Demonstrates traveling skills 6. Moves purposefully from place to place with control |
| Demonstrates the increasing ability to perform self-care skills independently when eating, tooth brushing, dressing, toileting, grooming | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Participates easily and knows what to do in routine activities | 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders |
| Covers mouth when coughing | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Helps with routine care of the environment | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Recognizes there are multiple components of health | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Identifies physical changes that accompany moderate to vigorous physical activity | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |
| Participates in sleep routines | 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being |

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| Math | |
| Mathematical Practices | |
| 36 – 48 months | |
| Develops positive attitudes about math | 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments |
| Participates in whole group and small group math-focused activities | 3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns |
| Recognizes the idea of a “problem” and “problem solving” in the physical and social world. | 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility |
| Communicates math ideas verbally and non-verbally | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| 48 – 60 months | |
| Approaches math with enthusiasm | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Associates math with engaging classroom materials and activities | 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 |
| Recognizes the usefulness of math in everyday tasks | 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas |
| Uses math to solve problems in the context of classroom and home experiences | 11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility |
| Represents mathematical concepts using manipulatives | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas |

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| Uses math-related skills, such as sorting, counting, and matching in the course of everyday classroom experiences | 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape |
| Uses math terms in the course of everyday conversations | 9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items |
| Counting and Cardinality Cluster | |
| 36 – 48 months | |
| Rote Counts to 10 and beyond by ones with increasing accuracy | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Recognizes and names written 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 |
| Begins to subitize to determine how many (recognizes small quantities immediately) | 20. Uses number concepts and operations 20b. Quantifies 4. 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 |
| Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-5). | 20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object |
| Shows understanding that the last number name spoken tells the number of objects counted up to 5 (cardinality) | 20. Uses number concepts and operations 20a. Counts 5 emerging to 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 |
| 48 – 60 months | |
| Rote counts to 20 and beyond by ones with increasing accuracy | 20. Uses number concepts and operations 20a. Counts 5 emerging to 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 |

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| Recognizes and names written numerals 0 -10 | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects |
| Subitizes to determine how many (recognizes small quantities immediately) | 20. Uses number concepts and operations 20b. Quantifies 4. 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 |
| Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10) | 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 |
| Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality) | 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 |
| Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted | 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 |
| Begins to write number symbols 0-10 | 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling |
| Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10 | 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 |

| Operations and Algebraic Thinking | |
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| 36 – 48 months | |
| Responds with number words and/or counting strategy, when asked the question, How many? | 20. Uses number concepts and operations 20b. Quantifies 4. 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 |
| Transitions from rote counting to 1:1 correspondence | 20. Uses number concepts and operations 20b. Quantifies 4. 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 |
| 48 – 60 months | |
| Associates quantity with a number name or written numeral | 20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects |
| Counts using 1:1 correspondence with increasing accuracy | 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 |
| Represents addition and subtraction with fingers, drawing, acting out situations and verbal explanation | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |
| Uses concrete objects to model real-world addition and subtraction up to 5 (composing and decomposing numbers) | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |
| Acts out and solves story problems using sets of up to ten objects | 20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects |

| Geometry | |
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| 36 – 48 months | |
| Recognizes and names/describes simple shapes | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle) |
| Matches similar shapes | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes |
| Explores three-dimensional and two-dimensional shapes in the environment | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| Uses puzzles and other learning materials to demonstrate beginning part/whole, shape and orientation concepts to solve problems | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| Uses physical movement to gain understanding of orientation and directionality | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>) |
| Responds to words indicating directionality and position through physical movement (near, far, beside, up, down, over) | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>) |
| 48 – 60 months | |
| Describes, sorts and classifies shapes using some attributes such as size, sides, and other properties | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| Discovers connections between formal geometric shapes and the surrounding environment | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. 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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| Combines materials to make three-dimensional and two-dimensional shapes | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| Breaks down shapes into parts and wholes | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| Initiates activities that indicate understanding of directionality | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated | 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes |
| Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks) | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects |
| Demonstrates or describes relative positions of objects, using words such as up, down, beside, over | 21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| Measurement and Data | |
| 36 – 48 months | |
| Matches and groups similar objects | 13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape 22. Compares and measures 2. Makes simple comparisons between two objects |

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| Recognizes measurable attributes of objects, such as length, weight and capacity of everyday objects (e.g., long, short, tall, heavy, light, big, small, full, empty) | 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 |
| Sorts, orders and classifies familiar objects by a single attribute (e.g., size, shape, color, texture, orientation, and position) and explains the reason | 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 |
| Uses seriation as a strategy for organizing materials | 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 |
| Recognizes and duplicates simple patterns in the environment, including sound and movement patterns | 23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns |
| Demonstrates an understanding of time periods (a short time /a long time, “five more minutes”, morning, afternoon, night) | 31. Explores change related to familiar people or places |
| Relates concepts of past, present and future to daily activities | 31. Explores change related to familiar people or places |
| Participates in data collection activities | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols |
| Explores and begins to use measurement tools | 22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools |
| 48 – 60 months | |
| Describes, sorts and classifies groups of objects using one or more attribute | 13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason |
| Identifies and compares measurable attributes of everyday objects, using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, full, empty) | 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 |

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| Begins to identify such words as “first”, “next”, and “last | 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 |
| Uses discrete attributes to order and seriate materials | 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 |
| Recognizes, duplicates, creates, and extends simple patterns using objects | 23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns |
| Uses past and future tenses and time words appropriately | 31. Explores change related to familiar people or places |
| Begins to understand concepts such as yesterday, today, and tomorrow | 31. Explores change related to familiar people or places |
| Responds to questions that can be answered through data analysis | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols |
| Represents data using simple charts and graphs (2-D or 3-D) | 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols |
| Uses non-standard units of measurement to measure objects; notices similarities and differences | 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i> |
| Connects measurement terms and concepts in everyday life | 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i> |

| Science | |
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| Physical Science | |
| 36 – 48 months | |
| Begins to experiment with objects whose motion is affected by pushes or pulls of different strengths in different directions | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Answers questions about the effects of pushes and pulls (e.g. pulls objects attached to a string, pushes objects with and without wheels, rolls objects, collides objects) | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Listens to stories, poems, finger plays about physical knowledge and begins to use vocabulary about speed, motion and stability in daily conversations | 26. Demonstrates knowledge of the physical properties of objects and materials |
| 48 – 60 months | |
| Uses senses, tools (including technology) to observe, describe, discuss and attempt to explain the effects of different strengths or different directions of pushes and pulls on the object | 24. Uses scientific inquiry |
| | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Plans and carries out, with teacher support, comparisons of motion and force using common objects and materials (e.g., which objects move faster or slower, which object goes faster or further when you just let go or give it a push) | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Records results of observations, with teacher support, using simple drawings, discussions, charts, photos or models and reflects on what was learned | 24. Uses scientific inquiry |
| Uses knowledge and skills learned through observation and exploration to create new and improved objects or processes (e.g., changes the surface material of a ramp or put bigger wheels on a car to make a difference in speed) | 24. Uses scientific inquiry |
| | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Listens to stories, poems, and finger plays about physical knowledge and uses vocabulary about speed, motion and stability in daily conversations | 26. Demonstrates knowledge of the physical properties of objects and materials |
| Constructs a system of tubes and/or ramps for a marble to travel through; and discovers that steeper ramps will cause a marble to travel faster | 26. Demonstrates knowledge of the physical properties of objects and materials |

| Earth Science | |
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| 36 – 48 months | |
| Using simple tools and guided investigation, explores differences in soil and water in different weather conditions and temperatures | 24. Uses scientific inquiry 27. Demonstrates knowledge of Earth's environment |
| Describes temperature, weather and seasons using words such as rainy, cold, warm, sunny, and identifies items used for protection, safety, and enjoyment in different weather conditions | 27. Demonstrates knowledge of Earth's environment |
| Organizes weather related items (real objects or symbols) used in different weather conditions | 27. Demonstrates knowledge of Earth's environment |
| Makes simple observations about the sky and connects observations to what we do outside | 27. Demonstrates knowledge of Earth's environment |
| Begins to understand the relationship between litter and cleaning up the earth | 27. Demonstrates knowledge of Earth's environment |
| 48 – 60 months | |
| Uses senses and tools (including technology) to observe, describe, discuss and generate questions about changes in weather over time (e.g., why ice melts faster in the sun than in the woods, why puddles evaporate in the sun but remain longer in the shade, why metal gets hot on a sunny day but not a rainy one) | 24. Uses scientific inquiry 27. Demonstrates knowledge of Earth's environment |
| Plans and carries out simple experiments about water and heat (turning water to ice when brought outdoors in winter or mud turning to dirt in the sun) and records observations using drawings, discussions, graphs and technology | 24. Uses scientific inquiry 27. Demonstrates knowledge of Earth's environment |
| Asks questions and investigates the ways that weather can affect things that can be done outside | 27. Demonstrates knowledge of Earth's environment |
| Uses knowledge and skills learned through observation of the earth and sun to create new and improved objects or processes (e.g. creating shade on a hot day or changing the path of water away from the playground after rain) | 24. Uses scientific inquiry 27. Demonstrates knowledge of Earth's environment |
| Demonstrates, through observation and investigation, an understanding that human action impacts the earth (i.e., use of resources and recycling, the process from cutting trees to recycling paper) | 24. Uses scientific inquiry 27. Demonstrates knowledge of Earth's environment |

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| Demonstrates an understanding of how weather forecasts are used to select appropriate garments to wear or bring along when leaving home | 27. Demonstrates knowledge of Earth's environment |
| Develops a sense of dangerous/severe weather in Maine | 27. Demonstrates knowledge of Earth's environment |
| Life Science | |
| 36 – 48 months | |
| Uses senses to observe and describe properties of familiar plants and animals | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Begins to use vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures | 25. Demonstrates knowledge of the characteristics of living things |
| Compares properties and needs of similar and different life forms using increasingly advanced vocabulary | 25. Demonstrates knowledge of the characteristics of living things |
| Cares for plants and animals in the classroom and surrounding area and describes the needs of organism cared for | 25. Demonstrates knowledge of the characteristics of living things |
| Begins to identify problems affecting the lives of plants and animals (including themselves) and, with teacher support, generates possible solutions | 25. Demonstrates knowledge of the characteristics of living things |
| Creates solutions, with teacher support, for classroom-based problems (e.g., staking up plants that grow tall) | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Uses and names a variety of tools | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |

| 48 – 60 months | |
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| Uses senses to observe and describe properties of familiar plants and animals | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Uses vocabulary for naming plants and animals moving beyond generic labels (e.g. “bug”) to names of specific creatures (e.g. “ant”, “beetle”) and use symbols or icons to identify where they see such creatures | 25. Demonstrates knowledge of the characteristics of living things |
| Develops plans, based on observations and guided inquiry, to care for plants and animals in the classroom and surrounding area | 25. Demonstrates knowledge of the characteristics of living things |
| Observes and describes animals in his/her immediate environment to learn what they need to live | 25. Demonstrates knowledge of the characteristics of living things |
| Uses nature journals, tally sheets and resource materials, with support, to summarize observations (e.g., make connections between the types and numbers of birds coming to a feeder in summer or winter by counting and categorizing) | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Listens to accounts and discusses pictures found in fictional or non-fictional books or media to enhance vocabulary and concept knowledge of living things and their environments | 25. Demonstrates knowledge of the characteristics of living things |
| Identifies problems affecting the lives of plants and animals (including themselves) and generates possible solutions | 25. Demonstrates knowledge of the characteristics of living things |
| With teacher support, creates drawings or models for possible solutions | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Compares tools or solutions and reflects on what works well | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |
| Designs and creates materials to change the behavior or incidence of creatures (e.g. bird feeders, butterfly gardens) in places | 24. Uses scientific inquiry 25. Demonstrates knowledge of the characteristics of living things |

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| Social Studies | |
| Civics and Government | |
| 36 – 48 months | |
| Displays awareness of role as a member of a group | 29. Demonstrates knowledge of self 30. Shows basic understanding of people and how they live |
| Knows that rules and laws are established by people | 30. Shows basic understanding of people and how they live |
| Understands that people can take care of the environment through activities such as recycling | 27. Demonstrates knowledge of Earth's environment |
| 48 – 60 months | |
| Understands the reasons for rules in the home and classroom and for laws in the community | 30. Shows basic understanding of people and how they live |
| Understands and discusses why responsibilities are important | 30. Shows basic understanding of people and how they live |
| Displays awareness that rules and laws change | 30. Shows basic understanding of people and how they live |
| Participates in developing classroom rules and decisions | 30. Shows basic understanding of people and how they live |
| Assists, with support and guidance, in developing and participating in activity designed to care for the environment and/or community | 27. Demonstrates knowledge of Earth's environment |
| Economics | |
| 36 – 48 months | |
| Understands that an individual earns money through work | 30. Shows basic understanding of people and how they live |
| Recognizes a variety of jobs | 30. Shows basic understanding of people and how they live |
| Explores materials that build a foundation for understanding economic concepts such as using money to buy goods and services | 30. Shows basic understanding of people and how they live |
| 48 – 60 months | |
| Explores and discusses differences between needs and wants | 30. Shows basic understanding of people and how they live |
| Understands individuals may have to wait before buying a good or service they want | 30. Shows basic understanding of people and how they live |

| Geography | |
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| 36 – 48 months | |
| Recognizes that people share the environment with other people, animals, and plants | 27. Demonstrates knowledge of Earth's environment |
| Recognizes various ways people communicate, travel, live, and work | 30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge |
| Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations | 32. Demonstrates simple geographic knowledge |
| 48 – 60 months | |
| Develops an understanding of the use and representation of simple maps, globes, and other geographic tools | 32. Demonstrates simple geographic knowledge |
| Describes some physical features of the community | 32. Demonstrates simple geographic knowledge |
| Recognizes that environmental changes can impact people, animals, and plants | 27. Demonstrates knowledge of Earth's environment |
| Displays awareness that geographic features influence how people live and work in their community and in other geographic regions | 32. Demonstrates simple geographic knowledge |
| History | |
| 36 – 48 months | |
| Uses words to describe time (i.e. yesterday, names of seasons, before) | 31. Explores change related to familiar people or places |
| Displays awareness of change in community | 31. Explores change related to familiar people or places |
| Develops awareness of diversity | 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places |

| 48 – 60 months | |
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| Differentiates between past, present, and future | 31. Explores change related to familiar people or places |
| Demonstrates a basic understanding of how things, people, and places change over time | 31. Explores change related to familiar people or places |
| Recalls events that happened in the past, such as a family or personal history | 31. Explores change related to familiar people or places |
| Displays awareness of similarities and differences among individuals and families | 30. Shows basic understanding of people and how they live |
| | 31. Explores change related to familiar people or places |