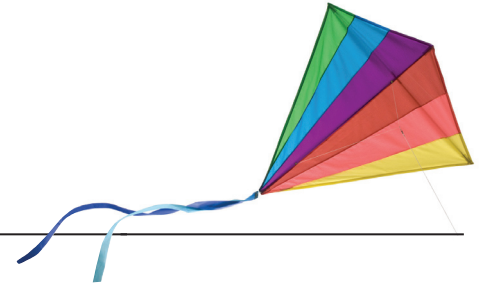




Alignment of



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



WITH

**Alignment of the *Teaching Strategies GOLD*[®] 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 *Teaching Strategies GOLD*[®] assessment system.

References

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*[®] objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

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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

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

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

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

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	
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

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

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

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

<p>Gives social support to others</p>	<p>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</p>
<p>Demonstrates knowledge that fairness involves a recognition that respects the needs of individuals as well as sharing and turn-taking</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>Identifies and expresses self a part of several groups (e.g. family, preschool class, faith community, etc.)</p>	<p>29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live</p>
<p>Uses play to explore, practice and understand social roles</p>	<p>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</p>
<p>Joins in the middle of an ongoing group activity with friends independently</p>	<p>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</p>
<p>Invents and sets up activities that include more than one child</p>	<p>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</p>
<p>Gives social support to others</p>	<p>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</p>

Respecting Similarities and Differences	
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	
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

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

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

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

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

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

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

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	
Describes familiar people, places, things, and events, and, with prompting and support, begins to provide additional detail	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items</p> <p>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</p>
Begins to add drawing or other visual displays to descriptions to provide additional detail	<p>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</p>
Speaks audibly most of the time and expresses thoughts, feelings, and ideas	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive language 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
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	<p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>
Uses frequently occurring nouns and verbs	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six- word sentences</p>

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

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

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

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

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

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

48 – 60 months	
With prompting and support:	
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

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

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

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

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

<p>Recognizes names of other children in the classroom and common print around the classroom.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p> <p>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</p>
<p>Fluency</p>	
<p>36 – 48 months</p>	
<p>Attends to fluent models of reading</p>	<p>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</p>
<p>Begins to imitate fluent models of reading</p>	<p>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</p>
<p>48 – 60 months</p>	
<p>Attends to fluent models of reading</p>	<p>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</p>
<p>Imitates fluent models of reading</p>	<p>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</p>

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

48 – 60 months	
With prompting and support:	
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	
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

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	
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

<p>Responds appropriately to harmful or unsafe situations, objects, substances and environments, and can identify the consequences of unsafe behavior</p>	<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>
<p>Demonstrates safety awareness and responsibility when using materials</p>	<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>
<p>Uses caution and keeps a distance from wildlife and unknown pets</p>	<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>
<p>Follows emergency routines after adult instruction</p>	<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	
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

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

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 <i>Teaching Strategies GOLD</i> ®
Demonstrates body spatial awareness in relationship to stationary objects	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

<p>Participates in games, outdoor play, and other forms of exercise to enhance physical fitness</p>	<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>
<p>Engages in adaptive physical activities, as appropriate</p>	<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>
<p>48 – 60 months</p>	
<p>Participates in games, outdoor play, and other forms of exercise to enhance physical fitness</p>	<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>
<p>Develops an awareness of personal health and fitness</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>

<p>Participates in moderate to vigorous physical activity independently and in groups that increase strength, endurance and flexibility.</p>	<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>
<p>Health Knowledge and Practices</p>	
<p>36 – 48 months</p>	
<p>Completes personal care tasks with increasing independence</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>Takes off coat and puts it where it belongs</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>Participates in structured and unstructured physical activities</p>	<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>
<p>Regularly participates in active games, outdoor play and other forms of exercise that enhance physical fitness</p>	<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>

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

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

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

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

<p>Recognizes and names written numerals 0 -10</p>	<p>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</p>
<p>Subitizes to determine how many (recognizes small quantities immediately)</p>	<p>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</p>
<p>Recognizes the relationship between numbers and quantities: connect counting to cardinality (0-10)</p>	<p>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</p>
<p>Shows understanding that the last number name spoken tells the number of objects counted up to 10 (cardinality)</p>	<p>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</p>
<p>Shows understanding that the number of objects is the same regardless of their arrangement or the order in which they were counted</p>	<p>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</p>
<p>Begins to write number symbols 0-10</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>
<p>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</p>	<p>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</p>

Operations and Algebraic Thinking	
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	
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

<p>Combines materials to make three-dimensional and two-dimensional shapes</p>	<p>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</p>
<p>Breaks down shapes into parts and wholes</p>	<p>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</p>
<p>Initiates activities that indicate understanding of directionality</p>	<p>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</p>
<p>Uses orientation and directionality words such as slides, flips and turns as shapes are manipulated</p>	<p>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</p>
<p>Uses symbols and/or objects to indicate beginning understanding of relative positions in space (i.e. creates simple maps; follows directions during nature walks)</p>	<p>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</p>
<p>Demonstrates or describes relative positions of objects, using words such as up, down, beside, over</p>	<p>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</p>
<p>Measurement and Data</p>	
<p>36 – 48 months</p>	
<p>Matches and groups similar objects</p>	<p>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</p>

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

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	
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	
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

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	
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

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	
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	
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