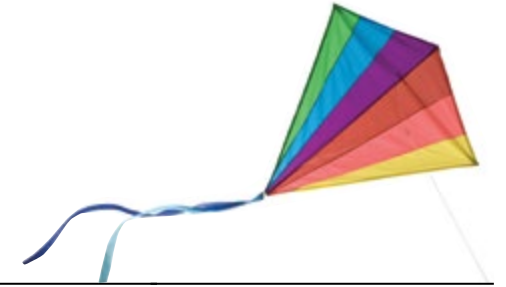


Alignment of



Objectives for Development & Learning



WITH

Teaching Strategies Objectives for Development and Learning (ODL)

aligned to

Kentucky's Early Childhood Standards

Standards adopted/revised 2021

Ages: birth to three

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	1	Maintains focus and persists at challenging tasks.
EXPECTATION	1.1.	Maintains focus and sustains attention.
INDICATOR		Focuses on people, sights, and sounds of interest in the environment.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.2 Pays attention to sights and sounds

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

INDICATOR	Repeats familiar and novel actions multiple times.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR	Focuses attention on activities of interest for short periods of time.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
INDICATOR	Focuses on an activity of interest despite distractions.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a. 5 emerging to 6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
INDICATOR	Concentrates on completing a short and simple activity of choice.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a. 5 emerging to 6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

STRAND**BIRTH TO THREE YEARS OF AGE**

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	1	Maintains focus and persists at challenging tasks.
EXPECTATION	1.2.	Persists at challenging tasks that are of interest.
INDICATOR		Intentionally tries to make things happen. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR		Repeats actions with the goal of achieving a result. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.2 Repeats actions to obtain similar results • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful
INDICATOR		Remains engaged in experiences of interest and protests if interrupted. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments • Objective 11 Demonstrates positive approaches to learning a. Attends and engages Objective 11a. 5 emerging to 6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

INDICATOR

Continues to work on self-selected tasks despite challenges.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

INDICATOR

Completes an activity or task of choice from start to finish with adult support.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	2	Demonstrates creativity and imagination in learning about the world.
EXPECTATION	2.1.	Uses creative approaches to make discoveries about self, others and the environment.

INDICATOR

Observes and interacts with familiar people, objects, and events in the environment.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d. 2 Uses senses to explore the immediate environment

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

INDICATOR

Actively explores new objects in the environment.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d. 2 Uses senses to explore the immediate environment

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

INDICATOR

Uses objects and materials as intended.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d. 2 Uses senses to explore the immediate environment

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

INDICATOR

Invents new ways to use familiar objects.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways

• **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	2	Demonstrates creativity and imagination in learning about the world.
EXPECTATION	2.2.	Pretends and uses imagination in play.

INDICATOR	Participates in playful exchanges with peers and adults.
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	Engages in pretend play using familiar objects and experiences.
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.4 Uses creativity and imagination during play and routine tasks • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
INDICATOR	Uses objects to represent other objects in imaginative play.
	<p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else
STRAND	BIRTH TO THREE YEARS OF AGE
CATEGORY / GOAL	Approaches to Learning

STANDARD / ORGANIZER	3	Demonstrates interest and eagerness in learning about the world.
EXPECTATION	3.1.	Seeks out and engages in a variety of experiences.
INDICATOR		Uses senses to explore surroundings. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR		Discovers new ways to use familiar objects. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways
INDICATOR		Uses gestures to seek information. Objectives for Development and Learning · Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate · Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
INDICATOR		Shows interest in trying new experiences to learn how things work. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
STRAND		BIRTH TO THREE YEARS OF AGE
CATEGORY / GOAL		Approaches to Learning

STANDARD / ORGANIZER	3	Demonstrates interest and eagerness in learning about the world.
EXPECTATION	3.2.	Initiates interactions, explorations, and activities.
INDICATOR		<p>Uses expressions or actions to initiate interactions.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR		<p>Explores and manipulates objects in the environment.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.2 Uses senses to explore the immediate environment
INDICATOR		<p>Makes choices and expresses preferences for activities.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Demonstrates confidence in meeting own needs
INDICATOR		<p>Engages others in shared activities.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR

Asks questions to learn new information.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL

Approaches to Learning

STANDARD / ORGANIZER

4

Uses a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to problems.

EXPECTATION

4.1.

Takes risks and attempts new experiences.

INDICATOR

Explores the environment with support of a caregiver.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR

Tries out new experiences while frequently checking in with a caregiver.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

INDICATOR

Explores in a familiar environment without a caregiver nearby.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a. 5 emerging to 6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

INDICATOR

Attempts challenging experiences.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	4	Uses a variety of strategies to accomplish tasks, overcome obstacles, and find solutions to problems.
EXPECTATION	4.2.	Makes purposeful attempts to solve problems and achieve goals.
INDICATOR		Uses simple actions to achieve goals.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

INDICATOR

Attempts to use tools to achieve goals.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

INDICATOR

Uses trial and error to solve new problems or unfamiliar tasks.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

INDICATOR

Imitates actions of others to complete a task and/or achieve a goal.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.2 Reacts to a problem; seeks to achieve a specific goal

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Cognitive
STANDARD / ORGANIZER	1	Explores the environment to gain information.
EXPECTATION	1.1.	Demonstrates curiosity in the environment.

INDICATOR

Uses senses to explore the environment.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR

Uses play to explore objects in the environment.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.2 Uses senses to explore the immediate environment

INDICATOR Demonstrates awareness of cause-and-effect relationships.

Objectives for Development and Learning
 • **Objective 24. Uses scientific inquiry skills**

INDICATOR Explores mathematical concepts such as spatial relationships, shapes, and quantity.

Objectives for Development and Learning
 • **Objective 21 Explores and describes spatial relationships and shapes a. Understands spatial relationships**
 Objective 21a.2 Follows simple directions related to position (*in, on, under, up, down*)
 • **Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes**
 Objective 21b.2 Matches two identical shapes
 • **Objective 20 Uses number concepts and operations b. Quantifies**
 Objective 20b.2 Demonstrates understanding of the concepts of *one, two, and more*

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Cognitive
STANDARD / ORGANIZER	1	Explores the environment to gain information.
EXPECTATION	1.2.	Responds to the environment.

INDICATOR Imitates behaviors that are observed.

Objectives for Development and Learning
 • **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR Listens to and repeats sounds that other people or objects make.

Objectives for Development and Learning
 • **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.2 Imitates actions of others during play; uses real objects as props

INDICATOR

Demonstrates persistence to reach a goal.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.2 Repeats actions to obtain similar results

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL

Cognitive

STANDARD / ORGANIZER

1

Explores the environment to gain information.

EXPECTATION

1.3.

Recalls information about the environment.

INDICATOR

Recognizes and shows preference for familiar people and things.

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

INDICATOR

Locates an object that has been hidden from view.

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**

Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

INDICATOR

Demonstrates memory of objects and people not in the immediate environment.

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view
- **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.2 Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
- **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view

INDICATOR

Demonstrates memory of routines.

Objectives for Development and Learning

- **Objective 12 Remembers and connects experiences b. Makes connections**
Objective 12b.4 Remembers the sequence of personal routines and experiences with teacher support
- **Objective 12 Remembers and connects experiences b. Makes connections**
Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Cognitive
STANDARD / ORGANIZER	1	Explores the environment to gain information.
EXPECTATION	1.4.	Demonstrates knowledge of the characteristics of people and objects.

INDICATOR

Investigates and identifies the physical characteristics of living and non-living things.

Objectives for Development and Learning

- **Objective 25 Demonstrates knowledge of the characteristics of living things**

INDICATOR

Recognizes functional uses of items in the environment.

Objectives for Development and Learning

- **Objective 26 Demonstrates knowledge of the physical properties of objects and materials**

INDICATOR	<p>Uses objects in a realistic way during play, imitating observations of how objects are used/work.</p> <p>Objectives for Development and Learning · Objective 26 Demonstrates knowledge of the physical properties of objects and materials</p>
INDICATOR	<p>Uses objects to represent other objects during play.</p> <p>Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking Objective 11e.2 Imitates others in using objects in new and/or unanticipated ways · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.2 Imitates actions of others during play; uses real objects as props · Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
INDICATOR	<p>Categorizes objects based on physical or functional similarity.</p> <p>Objectives for Development and Learning · Objective 13 Uses classification skills Objective 13.2 Matches similar objects · Objective 13 Uses classification skills Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p>

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Communication
STANDARD / ORGANIZER	1	Observes, listens, and responds to the communication of others.
EXPECTATION	1.1.	Attends and responds to the nonverbal and verbal communication of others, and to sounds in the environment.

INDICATOR	Attends and responds to familiar voices, sounds, and faces.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.2 Shows an interest in the speech of others · Objective 08 Listens to and understands increasingly complex language a. Comprehends language Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories
INDICATOR	Establishes joint attention.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.2 Demonstrates a secure attachment to one or more adults · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.4 Uses trusted adult as a secure base from which to explore the world · Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults Objective 2a.6 Manages separations without distress and engages with trusted adults
INDICATOR	Comprehends and responds to familiar words that are spoken and/or communicated using alternative communication methods.
	No Correlation
INDICATOR	Responds to emotions expressed by other people.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.2 Reacts to others' emotional expressions · Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues Objective 2b.4 Demonstrates concern about the feelings of others

INDICATOR	<p>Recognizes and responds appropriately to non-verbal communication and gestures.</p>
INDICATOR	<p>No Correlation</p> <p>Participates in turn-taking.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 03 Participates cooperatively and constructively in group situations <p>a. Balances needs and rights of self and others</p> <p>Objective 3a. 3 emerging to 4 Take turns</p>
INDICATOR	<p>Responds to simple questions, requests, or directions.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 08 Listens to and understands increasingly complex language b. <p>Follows directions</p> <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p> <ul style="list-style-type: none"> · Objective 08 Listens to and understands increasingly complex language b. <p>Follows directions</p> <p>Objective 8b.4 Follows simple requests not accompanied by gestures</p> <ul style="list-style-type: none"> · Objective 08 Listens to and understands increasingly complex language b. <p>Follows directions</p> <p>Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences</p>
INDICATOR	<p>Demonstrates understanding of a growing number and variety of vocabulary words.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 08 Listens to and understands increasingly complex language a. <p>Comprehends language</p> <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>

INDICATOR Demonstrates understanding of longer and/or more complex sentences that refer to objects and activities the child has experienced firsthand.

Objectives for Development and Learning

· Objective 08 Listens to and understands increasingly complex language a. Comprehends language

Objective 8a.8 Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions when needed; offers opposites for frequently occurring verbs and adjectives; understands the difference between similar action verbs

INDICATOR Demonstrates understanding of words and ideas from stories, rhymes, and songs being read/sung aloud.

Objectives for Development and Learning

· Objective 08 Listens to and understands increasingly complex language a. Comprehends language

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Communication
STANDARD / ORGANIZER	2	Demonstrates communication skills in order to express self.
EXPECTATION	2.1.	Engages in nonverbal communication for a variety of purposes.

INDICATOR Solicits attention and initiates communication nonverbally.

Objectives for Development and Learning

· Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR Responds nonverbally to communication from others.

Objectives for Development and Learning

· Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary

Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR Uses eye contact, gestures, and/or movements to express self and indicate wants and needs.

Objectives for Development and Learning

- **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language**

Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

INDICATOR Uses gestures for greetings and conversational rituals.

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.2 Vocalizes and gestures to communicate

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Communication
STANDARD / ORGANIZER	2	Demonstrates communication skills in order to express self.
EXPECTATION	2.2.	Uses vocalization and /or words (verbal, signed, symbolic) for a variety of purposes.

INDICATOR Varies pitch, length, and volume of vocalizations.

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary**

Objective 9a.2 Vocalizes and gestures to communicate

INDICATOR Makes an increasing number and types of sounds, including both vowels and consonants.

Objectives for Development and Learning

- **Objective 09 Uses language to express thoughts and needs b. Speaks clearly**

Objective 9b.2 Babbles strings of single consonant sounds and combines sounds

INDICATOR	<p>Expresses happiness or delight through squeals, laughter, and other sounds.</p> <p><u>Objectives for Development and Learning</u> · Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	<p>Imitates sounds and words and engages in vocal turn-taking.</p> <p><u>Objectives for Development and Learning</u> · Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.2 Engages in simple back-and-forth exchanges with others</p>
INDICATOR	<p>Uses specific vocalizations that have meaning to primary caregivers.</p> <p><u>Objectives for Development and Learning</u> · Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	<p>Uses sounds, vocalizations, and words with inflection in a conversational manner.</p> <p><u>Objectives for Development and Learning</u> · Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary Objective 9a.2 Vocalizes and gestures to communicate</p>
INDICATOR	<p>Uses an increasing number of single words from his/her home language for a variety of purposes.</p> <p><u>Objectives for Development and Learning</u> · Objective 09 Uses language to express thoughts and needs b. Speaks clearly Objective 9a.4 Uses some words and word-like sounds and is understood by most familiar people</p>

INDICATOR	Uses own name to refer to self.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>
INDICATOR	<p>Uses phrases and/or simple sentences in his/her home language.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p>
INDICATOR	<p>Uses a larger variety of words, such as plurals and pronouns.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c.6 Uses complete, four- to six-word sentences</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar <p>Objective 9c. 7 emerging to 8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)</p>
INDICATOR	<p>Asks questions in his/her home language.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar, people, animals, and objects</p>

INDICATOR

Talks about familiar people, activities and/or story characters, but may make grammatical errors or use words incorrectly.

Objectives for Development and Learning

• Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

• Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.6 Uses complete, four- to six-word sentences

• Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar

Objective 9c.7 emerging to 8 Uses long, complex sentences and follows most grammatical rules; uses common verbs and nouns (including plural nouns)

INDICATOR

Repeats rhymes and repetitive words and sounds.

Objectives for Development and Learning

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme

Objective 15a.2 Joins in rhyming songs and games

• Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme

Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

INDICATOR

Carries on a conversation.

Objectives for Development and Learning

• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations

Objective 10a.2 Engages in simple back-and-forth exchanges with others

• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations

Objective 10a.4 Initiates and attends to brief conversations

• Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations

Objective 10a.6 Engages in conversations of at least three exchanges

STRAND**BIRTH TO THREE YEARS OF AGE**

CATEGORY / GOAL		Communication
STANDARD / ORGANIZER	3	Demonstrates interest and engages in early literacy activities.
EXPECTATION	3.1.	Demonstrates interest and engagement in print literacy materials.
INDICATOR		Looks at and explores age-appropriate books that represent the child’s culture or interests. Objectives for Development and Learning · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR		Looks at pictures and photos briefly. Objectives for Development and Learning · Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills Objective 18b.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
INDICATOR		Shows interest as age-appropriate books reflecting the child’s culture or interests are read aloud. Objectives for Development and Learning · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books
INDICATOR		Shows increasing skills in handling books and understanding their features, such as the front of the book. Objectives for Development and Learning · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

INDICATOR	<p>Shows preferences for specific books and stories that are her/his favorite.</p> <p><u>Objectives for Development and Learning</u> · Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts Objective 17a.2 Shows interest in books</p>
INDICATOR	<p>Anticipates/recalls text of a known story that someone has read to him/her.</p> <p><u>Objectives for Development and Learning</u> · Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting</p>
INDICATOR	<p>Shows the ability to listen to books for longer periods of time.</p> <p>· Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections Objective 18a.2 Contributes particular language from the book at the appropriate time</p>
INDICATOR	<p>Grasps thick crayons, markers, and other writing tools and scribbles randomly.</p> <p><u>Objectives for Development and Learning</u> · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.2 Grasps drawing and writing tools, jabbing at paper · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>

INDICATOR

Recalls specific characters, story lines, and/or information in a book that is read aloud.

Objectives for Development and Learning

· **Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts**

Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting

INDICATOR

Notices that there are both print and pictures on a page.

Objectives for Development and Learning

· **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

INDICATOR

Uses a variety of writing tools to make more orderly marks, such as lines and circular shapes, and talks about drawings.

Objectives for Development and Learning

· **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.2 Grasps drawing and writing tools, jabbing at paper

· **Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools**

Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Communication
STANDARD / ORGANIZER	3	Demonstrates interest and engages in early literacy activities.
EXPECTATION	3.2.	Demonstrates interest and engagement in stories, songs, and rhymes.

INDICATOR Attends and responds to stories, rhymes, songs, word games and fingerplays.

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
Objective 15a.2 Joins in rhyming songs and games
- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously
- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**
Objective 15b.2 Sings songs and recites rhymes and refrains with repeating initial sounds

INDICATOR Participates in stories, rhymes, songs, word games and fingerplays.

Objectives for Development and Learning

- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
Objective 15a.2 Joins in rhyming songs and games
- **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme**
Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously

INDICATOR Asks to hear a specific story, rhyme, or song.

No correlations

INDICATOR Repeats predictable, repetitive phrases.

No Correlations

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Creative Expression
STANDARD / ORGANIZER	1	Demonstrates interest and participates in various forms of creative expression.
EXPECTATION	1.1.	Engages in various sensory aspects (e.g., sight, touch) of visual arts.

INDICATOR	Attends to bright and/or contrasting colors. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	Gazes at pictures, photographs, and mirror images. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	Shows preference for particular colors. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	Uses a variety of materials in exploring and creating visual art. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts
INDICATOR	Observes and answers simple questions about visual art. <u>Objectives for Development and Learning</u> • Objective 33 Explores the visual arts

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Creative Expression
STANDARD / ORGANIZER	1	Demonstrates interest and participates in various forms of creative expression.
EXPECTATION	1.2.	Demonstrates interest and engages in movement and dance.
INDICATOR		Responds to touch and motion. <u>Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts
INDICATOR		Explores the movement of self and/or objects. <u>Objectives for Development and Learning</u> • Objective 35 Explores dance and movement concepts

INDICATOR Demonstrates interest and participates in activities that involve rhythmic patterns.

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

INDICATOR Moves and dances to music.

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

INDICATOR Exhibits a variety of movements to express self.

Objectives for Development and Learning

- **Objective 35 Explores dance and movement concepts**

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL

Creative Expression

STANDARD / ORGANIZER

1

Demonstrates interest and participates in various forms of creative expression.

EXPECTATION

1.3.

Demonstrates interest and engages in musical activities.

INDICATOR Responds to sounds, tones, and voices.

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

INDICATOR Responds to music.

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

INDICATOR Participates in activities that involve rhythm and song.

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

INDICATOR Exhibits familiarity with repetitive songs and rhythmic patterns.

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

INDICATOR

Expresses emotions in response to music.

Objectives for Development and Learning

- **Objective 34 Explores musical concepts and expression**

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Creative Expression
STANDARD / ORGANIZER	1	Demonstrates interest and participates in various forms of creative expression.
EXPECTATION	1.4.	Demonstrates interest and engages in pretend play and other behaviors associated with drama.

INDICATOR

Imitates sounds, facial expressions, and gestures of another person.

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

- **Objective 36 Explores drama through actions and language**

INDICATOR

Imitates the actions modeled by other persons.

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

- **Objective 36 Explores drama through actions and language**

INDICATOR

Imitates sounds or actions of an animal or object.

Objectives for Development and Learning

- **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

- **Objective 36 Explores drama through actions and language**

INDICATOR

With guidance, uses voice and body as a means of artistic expression.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

• **Objective 36 Explores drama through actions and language**

INDICATOR

Uses one object to represent another.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

INDICATOR

Engages in pretend play.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.2 Imitates actions of others during play; uses real objects as props

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Motor Development
STANDARD / ORGANIZER	1	Demonstrates motor skills in daily activities.
EXPECTATION	1.1.	Moves with purpose and coordination.

INDICATOR	<p>Reaches for objects.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	<p>Brings objects to mouth.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	<p>Transfers objects from one hand to another.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects • Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	<p>Rolls over.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment
INDICATOR	<p>Crawls.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.2 Moves to explore immediate environment

INDICATOR	<p>Uses furniture to raise or lower self to floor.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	<p>Walks.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	<p>Climbs on low objects.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	<p>Pushes and pulls toys while walking.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>
INDICATOR	<p>Kicks ball forward.</p> <p><u>Objectives for Development and Learning</u> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements</p>
INDICATOR	<p>Walks up and down stairs placing both feet on each step.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control</p>

STRAND**BIRTH TO THREE YEARS OF AGE**

CATEGORY / GOAL		Motor Development
STANDARD / ORGANIZER	1	Demonstrates motor skills in daily activities.
EXPECTATION	1.2.	Demonstrates increasing balance and coordination.
INDICATOR		Sits with support and holds head steady. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment
INDICATOR		Sits independently with balance. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR		Stands without support. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing
INDICATOR		Moves from sitting to standing using hands. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing

INDICATOR	Squats without falling. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 05 Demonstrates balancing skills Objective 5.2 Balances while exploring immediate environment • Objective 05 Demonstrates balancing skills Objective 5.4 Experiments with different ways of balancing • Objective 05 Demonstrates balancing skills Objective 5.6 Sustains balance during simple movement experiences
INDICATOR	Runs. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control
INDICATOR	Throws objects while standing. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.4 Manipulates balls or similar objects with stiff body movements • Objective 06 Demonstrates gross-motor manipulative skills Objective 6.6 Manipulates balls or similar objects with flexible body movements
INDICATOR	Uses riding toys with balance and coordination. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 04 Demonstrates traveling skills Objective 4.4 Experiments with different ways of moving

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Motor Development
STANDARD / ORGANIZER	1	Demonstrates motor skills in daily activities.
EXPECTATION	1.3.	Exhibits eye-hand coordination.

INDICATOR	<p>Reaches for objects.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 06 Demonstrates gross-motor manipulative skills Objective 6.2 Reaches, grasps, and releases objects · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully
INDICATOR	<p>Makes random marks on paper.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole arm movements to make marks
INDICATOR	<p>Stacks and places objects.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.2 Reaches for, touches, and holds objects purposefully · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects
INDICATOR	<p>Makes controlled scribbles.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole arm movements to make marks

INDICATOR

Catches and throws.

Objectives for Development and Learning

• **Objective 06 Demonstrates gross-motor manipulative skills**

Objective 6.4 Manipulates balls or similar objects with stiff body movements

• **Objective 06 Demonstrates gross-motor manipulative skills**

Objective 6.6 Manipulates balls or similar objects with flexible body movements

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL

Motor Development

STANDARD / ORGANIZER

1

Demonstrates motor skills in daily activities.

EXPECTATION

1.4.

Controls small muscles in hands.

INDICATOR

Grasps and releases objects.

Objectives for Development and Learning

• **Objective 06 Demonstrates gross-motor manipulative skills**

Objective 6.2 Reaches, grasps, and releases objects

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.2 Reaches for, touches, and holds objects purposefully

INDICATOR

Passes objects from one hand to the other and changes position of objects within their hands.

Objectives for Development and Learning

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.2 Reaches for, touches, and holds objects purposefully

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

INDICATOR

Grasps objects with control.

Objectives for Development and Learning

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.2 Reaches for, touches, and holds objects purposefully

• **Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands**

Objective 7a.4 Uses fingers and whole arm movements to manipulate and explore objects

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Motor Development
STANDARD / ORGANIZER	2	Demonstrates adaptive/self-help skills.
EXPECTATION	2.1.	Expresses physical needs and actively participates in adaptive/self-care routines to have these needs met.

INDICATOR

Verbally or physically asks for food or drink.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR

Assists in feeding routines.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR

Follows familiar sleep routines.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

INDICATOR Seeks assistance with and participates in diapering/toileting routines.

Objectives for Development and Learning
 • **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
 Objective 1b.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR Participates in dressing routines.

Objectives for Development and Learning
 • **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**
 Objective 1b.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR Participates in routines to maintain hygiene.

Objectives for Development and Learning
 • **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**
 Objective 1c.6 Demonstrates confidence in meeting own needs

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Social Emotional Development
STANDARD / ORGANIZER	1	Demonstrates trust and engages in social relationships.
EXPECTATION	1.1.	Shows attachments and emotional connections with adults.

INDICATOR Responds to being held.

Objectives for Development and Learning
 • **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
 Objective 2a.2 Demonstrates a secure attachment to one or more adults
 • **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**
 Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

INDICATOR	Uses eye contact to establish, maintain, and discontinue interactions.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language <p>Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
INDICATOR	Recognizes familiar people.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	Attends to the facial expressions of adults.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.2 Demonstrates a secure attachment to one or more adults</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>

INDICATOR

Exhibits separation anxiety.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

INDICATOR

Uses familiar adults as a base for exploration and for “emotional refueling”.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL

Social Emotional Development

STANDARD / ORGANIZER

1

Demonstrates trust and engages in social relationships.

EXPECTATION

1.2.

Demonstrates social relationships and positive interactions with adults.

INDICATOR

Observes adults.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

INDICATOR	<p>Initiates social interactions with adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	<p>Interacts positively with adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.4 Uses trusted adult as a secure base from which to explore the world</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults <p>Objective 2a.6 Manages separations without distress and engages with trusted adults</p>
INDICATOR	<p>Responds to praise from adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations <p>Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language b. Follows directions <p>Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice</p>

INDICATOR

Responds to guidance or directions from primary caregivers.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

• **Objective 08 Listens to and understands increasingly complex language b. Follows directions**

Objective 8b.2 Responds to simple verbal requests accompanied by gestures or tone of voice

INDICATOR

Demonstrates knowledge of the roles familiar adults play.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.4 Uses trusted adult as a secure base from which to explore the world

• **Objective 02 Establishes and sustains positive relationships a. Forms relationships with adults**

Objective 2a.6 Manages separations without distress and engages with trusted adults

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Social Emotional Development
STANDARD / ORGANIZER	1	Demonstrates trust and engages in social relationships.
EXPECTATION	1.3.	Demonstrates social relationships and positive interactions with peers.
INDICATOR		Observes other children.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.4 Uses successful strategies for entering groups

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children

INDICATOR	<p>Initiates social interactions with peers.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>
INDICATOR	<p>Shows concern for others and recognizes other’s needs.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.2 Reacts to others’ emotional expressions</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues <p>Objective 2b.4 Demonstrates concern about the feelings of others</p> <ul style="list-style-type: none"> • Objective 03 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others <p>Objective 3a.2 Responds appropriately to others’ expressions of wants</p>
INDICATOR	<p>Interacts positively with other children.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.4 Uses successful strategies for entering groups</p> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers <p>Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children</p>

INDICATOR

Engages in independent, parallel play.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.2 Plays near other children; uses similar materials or actions

• **Objective 02 Establishes and sustains positive relationships c. Interacts with peers**

Objective 2c.4 Uses successful strategies for entering groups

INDICATOR

Shows preference for playing with the same one or two peers.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.2 Seeks a preferred playmate; shows pleasure when seeing a friend

• **Objective 02 Establishes and sustains positive relationships d. Makes friends**

Objective 2d.4 Plays with one or two preferred playmates

INDICATOR

Notices similarities and differences among peers.

No correlations

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Social Emotional Development
STANDARD / ORGANIZER	2	Demonstrates sense of self.
EXPECTATION	2.1.	Expresses a sense of self.

INDICATOR

Develops a sense of self as a separate person from others.

Objectives for Development and Learning

• **Objective 29 Demonstrates knowledge about self**

INDICATOR

Expresses desire to do things for self.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

INDICATOR

Recognizes own accomplishments.

Objectives for Development and Learning

- **Objective 29 Demonstrates knowledge about self**

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Social Emotional Development
STANDARD / ORGANIZER	2	Demonstrates sense of self.
EXPECTATION	2.2.	Expresses and/or recognizes a variety of emotions.

INDICATOR

Uses facial expressions, body movements and/or vocalizations to express needs and emotions.

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations**

b. Solves social problems

Objective 3b.2 Expresses feelings during a conflict

INDICATOR

Responds to emotional cues and social situations.

Objectives for Development and Learning

- **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.2 Reacts to others' emotional expressions

- **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.4 Demonstrates concern about the feelings of others

INDICATOR

Expresses emotions towards familiar persons, pets, or possessions.

Objectives for Development and Learning

- **Objective 03 Participates cooperatively and constructively in group situations**

b. Solves social problems

Objective 3b.2 Expresses feelings during a conflict

INDICATOR

Associates emotions with words and facial expressions.

Objectives for Development and Learning

• **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.2 Reacts to others' emotional expressions

• **Objective 02 Establishes and sustains positive relationships b. Responds to emotional cues**

Objective 2b.4 Demonstrates concern about the feelings of others

STRAND

BIRTH TO THREE YEARS OF AGE

CATEGORY / GOAL		Social Emotional Development
STANDARD / ORGANIZER	2	Demonstrates sense of self.
EXPECTATION	2.3.	Develops the ability to control feelings and behavior and follows simple rules and limitations.

INDICATOR

Seeks out ways to comfort and calm self.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.2 Uses adult support to calm self

• **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.4 Comforts self by seeking out special object or person

INDICATOR

Follows simple rules and limitations.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations**

Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

INDICATOR

Develops self-regulation.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.2 Uses adult support to calm self

• **Objective 01 Regulates own emotions and behaviors a. Manages feelings**

Objective 1a.4 Comforts self by seeking out special object or person

Ages: three and four

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	1	Sustains attention and persists with challenging activities and experiences.
EXPECTATION	1.1.	Maintains focus and sustains attention.
INDICATOR		Engages in an activity for a sustained period of time.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

INDICATOR

Maintains focus and attention on activities despite distractions and interruptions.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a. 9 emerging to 10 Selectively focuses attention based on task difficulty and shifts attention toward teacher’s goal; demonstrates concentrated effort

INDICATOR

Sustains attention during group activities that last a short period of time.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a. 7 emerging to 8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	1	Sustains attention and persists with challenging activities and experiences.
EXPECTATION	1.2.	Persists at challenging tasks.

INDICATOR	Persists with self-selected activities until completed. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.4 Practices an activity many times until successful • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached
INDICATOR	Continues working on self-selected activities despite setbacks. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached
INDICATOR	Persists with adult-directed tasks with support as needed. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	1	Sustains attention and persists with challenging activities and experiences.
EXPECTATION	1.3.	Makes a plan and engages in the planned activity or project to completion.

INDICATOR	With prompting and support, develops a simple plan and works toward completing planned activities. Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks • Objective 11 Demonstrates positive approaches to learning b. Persists Objective 11b.8 Plans and pursues own goal until it is reached
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INDICATOR Develops plans that extend over time and follows through to accomplish tasks.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	2	Approaches learning with flexibility, creativity, and imagination.
EXPECTATION	2.1.	Uses creative approaches for learning.
INDICATOR		Finds new ways to use familiar objects and materials.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

INDICATOR Identifies new materials to use in completing a task.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

INDICATOR Experiments with combining objects and materials in new and imaginative ways.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	2	Approaches learning with flexibility, creativity, and imagination.
EXPECTATION	2.2.	Uses imagination in play and interactions with others.
INDICATOR		Uses materials in new and different ways to represent objects, characters, and ideas.

Objectives for Development and Learning

· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.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

INDICATOR

Engages in short sequences of dramatic play that include some interaction with peers.

Objectives for Development and Learning

· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

· **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**
 Objective 14b.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

INDICATOR

Uses a variety of props and invented characters as part of pretend play.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.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

INDICATOR

Engages in elaborate and sustained play themes with self and others.

Objectives for Development and Learning

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else

• **Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play**

Objective 14b.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

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Approaches to Learning

STANDARD / ORGANIZER

3

Demonstrates eagerness to explore, investigate, and learn about their world.

EXPECTATION

3.1.

Explores a wide range of topics, ideas, and interests.

INDICATOR	Investigates topics, ideas, and interests to learn new information. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.4 Explores and investigates ways to make something happen · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	Uses a variety of strategies to discover answers to questions about topics, ideas, and interests. Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas
INDICATOR	Shares new discoveries with peers and adults. Objectives for Development and Learning · Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view · Objective 12 Remembers and connects experiences a. Recognizes and recalls Objective 12a.6 Tells about experiences in order, provides details, and evaluates the experience; recalls three or four items removed from view
INDICATOR	Participates in discussions about a variety of topics, ideas, and activities. Objectives for Development and Learning · Objective 10 Uses appropriate conversational and other communication skills a. Engages in conversations Objective 10a.6 Engages in conversations of at least three exchanges

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	3	Demonstrates eagerness to explore, investigate, and learn about their world.
EXPECTATION	3.2.	Initiates explorations, investigations, and interactions.

INDICATOR

Seeks out and participates in new experiences.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.4 Explores and investigates ways to make something happen

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR

Asks questions and seeks information about topics of interest.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR

Seeks out and uses materials to support investigations.

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

INDICATOR

Demonstrates self-direction while investigating a range of topics, ideas, and interests.

Objectives for Development and Learning

• **Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately**

Objective 1c.4 Seeks to do things for self

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.4 Practices an activity many times until successful

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

• **Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation**

Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas

• **Objective 11 Demonstrates positive approaches to learning e. Shows flexibility and inventiveness in thinking**

Objective 11e.4 Uses creativity and imagination during play and routine tasks

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	4	Uses a variety of strategies with purpose to accomplish tasks, overcome obstacles, and solve problems.
EXPECTATION	4.1.	Takes risks and attempts new experiences that are challenging.

INDICATOR	<p>Expresses confidence in their abilities.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately <p>Objective 1c. 6 Demonstrates confidence in meeting own needs</p> <ul style="list-style-type: none"> • Objective 29 Demonstrates knowledge about self
INDICATOR	<p>Tries new ways of doing familiar tasks.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.4 Explores and investigates ways to make something happen</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>
INDICATOR	<p>Seeks to participate in new activities they've observed.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning a. Attends and engages <p>Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <ul style="list-style-type: none"> • Objective 11 Demonstrates positive approaches to learning d. Shows curiosity and motivation <p>Objective 11d.6 Shows eagerness to learn about a variety of topics and ideas</p>

INDICATOR

Attempts challenging experiences.

Objectives for Development and Learning · Objective 11 Demonstrates positive approaches to learning b. Persists

Objective 11b.4 Practices an activity many times until successful

· **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

· **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.8 Plans and pursues own goal until it is reached

INDICATOR

Recovers from setbacks.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

· **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.8 Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions
peers

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Approaches to Learning
STANDARD / ORGANIZER	4	Uses a variety of strategies with purpose to accomplish tasks, overcome obstacles, and solve problems.
EXPECTATION	4.2.	Demonstrates flexibility in solving problems and accomplishing tasks.
INDICATOR		Uses proven strategies to solve familiar problems and accomplish tasks.

Objectives for Development and Learning

· **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

· **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

INDICATOR

Seeks assistance from peers and adults as needed to solve problems and accomplish tasks.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

INDICATOR

Analyzes problems and experiments with strategies to see what works.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.4 Observes and imitates how other people solve problems; asks for a solution and uses it

• **Objective 11 Demonstrates positive approaches to learning c. Solves problems**

Objective 11c.6 Solves problems without having to try every possibility

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Creative Arts
STANDARD / ORGANIZER	1	Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.
EXPECTATION	1.1.	Develops skills in and appreciation of visual arts.

INDICATOR

Uses a variety of media and materials for exploration (e.g., paint, glue, three-dimensional materials, technology, etc.).

• **Objective 33 Explores the visual arts**

INDICATOR

Uses a variety of art forms, elements, and materials for representing people, places, and things in the environment.

Objectives for Development and Learning

• **Objective 33 Explores the visual arts**

INDICATOR Observes and responds to artwork produced by others from his/her own culture and other cultures.

Objectives for Development and Learning
• **Objective 33 Explores the visual arts**

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Creative Arts
STANDARD / ORGANIZER	1	Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.
EXPECTATION	1.2.	Develops skills in and appreciation of dance.

INDICATOR Explores various ways of moving with or without music.

Objectives for Development and Learning
• **Objective 14 Uses symbols and images to represent something not present a. Thinks symbolically**
Objective 14a.6 Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
• **Objective 34 Explores musical concepts and expression**

INDICATOR Copies or performs simple patterns of movement and dance while exploring the element of beat.

Objectives for Development and Learning
• **Objective 35 Explores dance and movement concepts**

INDICATOR Describes or imitates movement after participating in or watching others move as they play games or move to songs and/or music.

Objectives for Development and Learning
• **Objective 35 Explores dance and movement concepts**

INDICATOR Watches/listens and responds to dances performed by others from his/her own culture and other cultures.

Objectives for Development and Learning
• **Objective 30 Shows basic understanding of people and how they live**
• **Objective 35 Explores dance and movement concepts**

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Creative Arts
STANDARD / ORGANIZER	1	Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.
EXPECTATION	1.3.	Develops skills in and appreciation of music.
INDICATOR		Explores various forms of music through his/her senses. Objectives for Development and Learning · Objective 34 Explores musical concepts and expression
INDICATOR		Uses fingerplays and songs to explore the beat and tempo of music. Objectives for Development and Learning · Objective 34 Explores musical concepts and expression
INDICATOR		Watches/listens and responds to music produced by others from his/her own culture and other cultures. Objectives for Development and Learning · Objective 30 Shows basic understanding of people and how they live · Objective 34 Explores musical concepts and expression

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Creative Arts
STANDARD / ORGANIZER	1	Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences.
EXPECTATION	1.4.	Develops skills in and appreciation of drama.

INDICATOR	Uses a variety of actions and/or sounds to explore drama through pretend play.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.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 • Objective 36 Explores drama through actions and language
INDICATOR	Demonstrates simple elements of drama such as roles, characters, and sequence of story lines.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.4 Acts out familiar or imaginary scenarios; may use props to stand for something else • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.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 • Objective 14 Uses symbols and images to represent something not present b. Engages in sociodramatic play Objective 14b.8 Plans and negotiates complex role-play; joins in detailed conversation about roles and actions; play may extend over several days • Objective 36 Explores drama through actions and language
INDICATOR	Watches/listens and responds to drama performed by others from his/her own culture and other cultures.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 36 Explores drama through actions and language

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.1.	Demonstrates knowledge and skills that contribute to healthy lifestyles.
INDICATOR		Takes care of personal health/safety needs with adult support as needed. <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Demonstrates confidence in meeting own needs • Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.6 Takes responsibility for own well-being
INDICATOR		Identifies healthy food choices.

No Correlations**STRAND****THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.2.	Demonstrates knowledge and skills needed to participate successfully in groups.
INDICATOR		Plays alongside rather than with other children. <u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.2 Plays near other children; uses similar materials or actions

INDICATOR	Plays in small groups or pairs based on similar interests. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates
INDICATOR	Makes and maintains a friendship with at least one other child. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.4 Plays with one or two preferred playmates · Objective 02 Establishes and sustains positive relationships d. Makes friends Objective 2d.6 Establishes a special friendship with one other child, but the friendship might only last a short while
INDICATOR	Participates in small group activities with teacher support. Objectives for Development and Learning · Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.4 Uses successful strategies for entering groups · Objective 02 Establishes and sustains positive relationships c. Interacts with peers Objective 2c.6 Initiates, joins in, and sustains positive interactions with a small group of two to three children
INDICATOR	Communicates emotions in an appropriate manner. Objectives for Development and Learning · Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.2 Expresses feelings during a conflict

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.3.	Demonstrates the ability to participate in classroom activities and follow classroom rules.

INDICATOR	Follows routines independently with support when needed.
	<p><u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	Uses materials appropriately and in a self-directed manner.
	<p><u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors c. Takes care of own needs appropriately Objective 1c.4 Seeks to do things for self</p>
INDICATOR	Participates in everyday classroom activities, with adult guidance as needed.
	<p><u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	Shifts attention between tasks and moves through transitions with guidance from adults as needed.
	<p><u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>
INDICATOR	Anticipates typical consequences for a specific behavior with support as needed.
	<p><u>Objectives for Development and Learning</u> · Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders</p>

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.4.	Demonstrates self-identity and sense of self.
INDICATOR		Describes self in terms of several basic characteristics.
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Identifies feelings and likes and dislikes but may not be able to explain why.
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Demonstrates self-confidence through interactions.
		Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.5.	Uses a variety of strategies to solve social problems and conflicts with guidance.
INDICATOR		Accepts and/or asks for help solving social problems and/or resolving conflicts.
		Objectives for Development and Learning • Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.4 Seeks adult help to resolve social problems
		• Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems Objective 3b.6 Suggest solutions to social problems

INDICATOR Solves social problems and/or resolves conflicts with adult guidance and support when needed.

Objectives for Development and Learning
 • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
 Objective 3b.4 Seeks adult help to resolve social problems
 • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
 Objective 3b.6 Suggest solutions to social problems

INDICATOR Offers ideas or simple explanations for solving social problems or conflicts with guidance from adults.

Objectives for Development and Learning
 • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
 Objective 3b.4 Seeks adult help to resolve social problems
 • **Objective 03 Participates cooperatively and constructively in group situations b. Solves social problems**
 Objective 3b.6 Suggest solutions to social problems

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Health/Mental Wellness
STANDARD / ORGANIZER	1	Demonstrates health/mental wellness and social skills needed to participate cooperatively as a member of a group.
EXPECTATION	1.6.	Follows through to complete an activity or achieve a goal.
INDICATOR		Persists at challenging tasks, despite setbacks.

Objectives for Development and Learning
 • **Objective 11 Demonstrates positive approaches to learning b. Persists**
 Objective 11b.4 Practices an activity many times until successful
 • **Objective 11 Demonstrates positive approaches to learning b. Persists**
 Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

INDICATOR

Maintains focus when working on a task.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.4 Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

• **Objective 11 Demonstrates positive approaches to learning a. Attends and engages**

Objective 11a.6 Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

INDICATOR

Sets short term goals, makes plans, and follows through.

Objectives for Development and Learning

• **Objective 11 Demonstrates positive approaches to learning b. Persists**

Objective 11b.6 Plans and pursues a variety of appropriately challenging tasks

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	1	Demonstrates skills and strategies needed for receptive communication.
EXPECTATION	1.1.	Attends and responds to nonverbal and verbal communication of others in a variety of situations.

INDICATOR

Attends to an adult or peer who is communicating verbally or nonverbally.

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a. Comprehends language**

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

• **Objective 10 Uses appropriate conversational and other communication skills b. Uses social rules of language**

Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

INDICATOR

Follows simple directions.

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language b.**

Follows directions

Objective 8b.4 Follows simple requests not accompanied by gestures

• **Objective 08 Listens to and understands increasingly complex language b.**

Follows directions

Objective 8b.6 Follows directions of two or more steps that relate to familiar objects and experiences

• **Objective 08 Listens to and understands increasingly complex language b.**

Follows directions

Objective 8b.8 Follows detailed, instructional, multistep directions

INDICATOR

Gains information by listening to/processing communications from others.

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a.**

Comprehends language

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

INDICATOR

Interprets or applies information someone else communicates verbally or nonverbally.

Objectives for Development and Learning

• **Objective 08 Listens to and understands increasingly complex language a.**

Comprehends language

Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	2	Demonstrates the knowledge, skills and strategies needed for expressive communication.
EXPECTATION	2.1.	Uses non-verbal communication for a variety of purposes.

INDICATOR Uses non-verbal communication to convey emotions.

Objectives for Development and Learning
 · **Objective 03 Participates cooperatively and constructively in group situations**
b. Solves social problems
 Objective 3b.2 Expresses feelings during a conflict
 · **Objective 10 Uses appropriate conversational and other communication skills**
b. Uses social rules of language
 Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

INDICATOR Identifies or chooses an object or person by pointing, physically touching, or moving toward another.

No Correlations

INDICATOR Uses gestures and/or movements to initiate interactions or to get needs met.

Objectives for Development and Learning
 · **Objective 10 Uses appropriate conversational and other communication skills**
b. Uses social rules of language
 Objective 10b.4 Uses appropriate eye contact, pauses, and simple verbal prompts when communicating

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	2	Demonstrates the knowledge, skills and strategies needed for expressive communication.
EXPECTATION	2.2.	Uses language (verbal, signed, symbolic) for a variety of purposes.

INDICATOR Initiates communication to have needs met.

Objectives for Development and Learning
 · **Objective 01 Regulates own emotions and behaviors**
c. Takes care of own needs appropriately
 Objective 1c.2 Indicates needs and wants; participates as adult attends to needs

INDICATOR	Uses words, signs, pictures, and/or symbols to communicate.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills <p>b. Uses social rules of language</p> <p>Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders</p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills <p>b. Uses social rules of language</p> <p>Objective 10b.8 Uses acceptable language and basic social rules during communication with others</p>
INDICATOR	<p>Uses different types of words to communicate about people, objects and activities that are familiar as well as new.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs . a. Uses an expanding expressive vocabulary <p>Objective 9a.4 Names familiar people, animals, and objects</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs . a. Uses an expanding expressive vocabulary <p>Objective 9a.6 Describes and tells the use of many familiar items</p>
INDICATOR	<p>Responds appropriately in conversations and discussions with peers and adults.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 08 Listens to and understands increasingly complex language a. Comprehends language <p>Objective 8a.6 Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
INDICATOR	<p>Asks many types of questions.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 10 Uses appropriate conversational and other communication skills <p>a. Engages in conversations</p> <p>Objective 10a.6 Engages in conversations of at least three exchanges</p>

INDICATOR

Adjusts the pitch, intonation, pace, and volume of their communication based on the situation.

Objectives for Development and Learning

• **Objective 10 Uses appropriate conversational and other communication skills**

b. Uses social rules of language

Objective 10b.6 Uses acceptable language and basic social rules while communicating with others; may need reminders

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Language and Early Literacy

STANDARD / ORGANIZER

2

Demonstrates the knowledge, skills and strategies needed for expressive communication.

EXPECTATION

2.3.

Communicates with increasing clarity and use of conventional grammar.

INDICATOR

Speaks clearly enough to be understood by familiar people from his/her own community.

Objectives for Development and Learning

• **Objective 09 Uses language to express thoughts and needs b. Speaks clearly**

Objective 9b.6 Is understood by most people; may mispronounce new, long, or unusual words

INDICATOR

Uses simple sentences to express self but may not always use correct grammar.

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.6 Uses complete, four- to six-word sentences

INDICATOR

Uses more complex sentences, but grammar is sometimes incorrect.

Objectives for Development and Learning

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.6 Uses complete, four- to six-word sentences

INDICATOR

Uses multiple sentences together with correct grammar consistent with his/her home language most of the time.

Objectives for Development and Learning

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.4 Uses three- to four-word sentences; may omit some words or use some words incorrectly

• **Objective 09 Uses language to express thoughts and needs c. Uses conventional grammar**

Objective 9c.6 Uses complete, four- to six-word sentences

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	3	Demonstrates early literacy skills that are foundational for the reading process.
EXPECTATION	3.1.	Listens to and/or responds to a variety of literacy-related experiences with interest and engagement.

INDICATOR

Actively participates in storytelling, read alouds, and individual opportunities to hear someone reading.

Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.2 Contributes particular language from the book at the appropriate time

• Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections

Objective 18a.4 Asks and answers questions about the text; refers to pictures

INDICATOR

Demonstrates self-directed interest in the reading process.

Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills

Objective 18b.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

• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills

Objective 18b.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

• Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills

Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

INDICATOR

Imitates the act of reading.

Objectives for Development and Learning

• **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.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

• **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.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

• **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.6 Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Language and Early Literacy

STANDARD / ORGANIZER

3

Demonstrates early literacy skills that are foundational for the reading process.

EXPECTATION

3.2.

Shows interest in and understanding of the basic concepts and conventions of print.

INDICATOR

Recognizes that print conveys meaning.

Objectives for Development and Learning

• **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.2 Shows understanding that text is meaningful and can be read

INDICATOR

Demonstrates book handling skills.

Objectives for Development and Learning

• **Objective 17 Demonstrates knowledge of print and its uses a. Uses and appreciates books and other texts**

Objective 17a.4 Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

INDICATOR

Demonstrates understanding of some basic print conventions.

Objectives for Development and Learning

· **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	3	Demonstrates early literacy skills that are foundational for the reading process.
EXPECTATION	3.3.	Demonstrates knowledge of the alphabet.

INDICATOR

Recognizes some letters of the alphabet.

Objectives for Development and Learning

· **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

· **Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters**

Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

· **Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts**

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

INDICATOR

Recognizes some letters and words in print.

Objectives for Development and Learning

• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters

Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

INDICATOR

Identifies some known letters of the alphabet in familiar and unfamiliar words.

Objectives for Development and Learning

• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters

Objective 16a.4 Recognizes and names as many as 10 letters, especially those in own name

• Objective 16 Demonstrates knowledge of the alphabet a. Identifies and names letters

Objective 16a.8 Identifies and names all upper- and lowercase letters when presented in random order

• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Language and Early Literacy

STANDARD / ORGANIZER

3

Demonstrates early literacy skills that are foundational for the reading process.

EXPECTATION

3.4.

Demonstrates emergent phonological awareness, including early phonemic awareness.

INDICATOR	<p>Listens to and identifies different types of sounds.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>
INDICATOR	<p>Recognizes rhyming words.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	<p>Produces a rhyming word.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.4 Fills in the missing rhyming word; generates rhyming words spontaneously</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition a. Notices and discriminates rhyme <p>Objective 15a.6 Decides whether two words rhyme</p>
INDICATOR	<p>Discriminates separate syllables in words.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> · Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound <p>Objective 15c.4 Shows awareness of separate syllables in words</p>

INDICATOR

Recognizes letter sounds that match.

Objectives for Development and Learning

· **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

Objective 16b.4 Produces the correct sounds for 10–20 letters

· **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

Objective 16b.6 Produces at least one correct sound for each letter in the alphabet

INDICATOR

Makes some letter-sound connections.

Objectives for Development and Learning

· **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

Objective 16b.2 Identifies the sounds of a few letters

· **Objective 16 Demonstrates knowledge of the alphabet b. Identifies letter-sound correspondences**

Objective 16b.4 Produces the correct sounds for 10–20 letters

INDICATOR

Identifies some beginning sounds of words.

Objectives for Development and Learning

· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**

Objective 15b.4 Shows awareness that some words begin the same way

· **Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration**

Objective 15b.6 Matches beginning sounds of some words

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	3	Demonstrates early literacy skills that are foundational for the reading process.
EXPECTATION	3.5.	Draws meaning and recalls information from pictures, print, and text that is read to them.

INDICATOR

Gains meaning from pictures.

Objectives for Development and Learning

· **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refers to pictures

· **Objective 18 Comprehends and responds to books and other texts b. Uses emergent reading skills**

Objective 18b.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

INDICATOR

Uses pictures or illustrations to answer questions, provide descriptions or retell details related to stories, songs and text that are read aloud.

Objectives for Development and Learning

· **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.6 Identifies story-related problems, events, and resolutions during conversations with an adult

INDICATOR

Recalls information and draws simple conclusions from text that is read aloud.

Objectives for Development and Learning

· **Objective 18 Comprehends and responds to books and other texts a. Interacts during reading experiences, book conversations, and text reflections**

Objective 18a.4 Asks and answers questions about the text; refers to pictures

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	3	Demonstrates early literacy skills that are foundational for the reading process.
EXPECTATION	3.6.	Tells and retells a story.

INDICATOR

Acts out main events of a familiar story.

Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

INDICATOR

Uses pictures and illustrations to tell and retell a story.

Objectives for Development and Learning

• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting

• Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

INDICATOR

Uses prior experience to help make sense of stories.

Objectives for Development and Learning

• Objective 12 Remembers and connects experiences

b. Makes connections

Objective 12b.6 Draws on everyday experiences and applies this knowledge to a similar situation

INDICATOR

Retells a story including many details and draws connections between story events.

Objectives for Development and Learning

· Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.2 Retells some events or information from a familiar story or other text with close adult prompting

· Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.4 Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts

· Objective 18 Comprehends and responds to books and other texts c. Retells stories and recounts details from informational texts

Objective 18c.6 Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Language and Early Literacy

STANDARD / ORGANIZER

4

Demonstrates early literacy skills that are foundational for the writing process.

EXPECTATION

4.1.

Recognizes that the purpose of writing is communication.

INDICATOR

Recognizes that oral communications can be represented by written language.

Objectives for Development and Learning

· Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

INDICATOR

Dictates words to an adult to be written down to convey a message.

Objectives for Development and Learning

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

INDICATOR

Recognizes that once an oral message is written it reads the same way every time.

Objectives for Development and Learning

• Objective 17 Demonstrates knowledge of print and its uses b. Uses print concepts

Objective 17b.6 Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Language and Early Literacy
STANDARD / ORGANIZER	4	Demonstrates early literacy skills that are foundational for the writing process.
EXPECTATION	4.2.	Produces marks, symbols, letters and/or words to represent ideas.

INDICATOR

Labels pictures or produces simple texts using scribble writing.

Objectives for Development and Learning

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

INDICATOR

Labels pictures or produces simple texts using letter-like forms.

Objectives for Development and Learning

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

INDICATOR

Writes recognizable letters.

Objectives for Development and Learning

• Objective 19 Demonstrates writing skills a. Writes name

Objective 19a.6 Writes mock letters or letter-like forms

• Objective 19 Demonstrates writing skills a. Writes name

Objective 19a.8 Writes letter strings

• Objective 19 Demonstrates writing skills a. Writes name

Objective 19a.10 Writes partially accurate first name

INDICATOR

Writes familiar words.

Objectives for Development and Learning

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.6 Uses drawing, dictation, and mock letters or letter forms to convey a message

• Objective 19 Demonstrates writing skills b. Writes to convey ideas and information

Objective 19b.8 Uses drawing, dictation, and letter strings to convey a message

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Language and Early Literacy

STANDARD / ORGANIZER

4

Demonstrates early literacy skills that are foundational for the writing process.

EXPECTATION	4.3.	Explores the physical aspect of writing.
INDICATOR		<p>Uses tools for writing and drawing.</p> <p><u>Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing</p>
INDICATOR		<p>Experiments with different ways to grasp writing tools.</p> <p><u>Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.8 Uses three-point finger grip and efficient hand placement when writing and drawing</p>
INDICATOR		<p>Adjusts body position when writing.</p> <p><u>Objectives for Development and Learning</u> • Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.4 Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks</p>
INDICATOR		<p>Adjusts paper position when writing.</p> <p>No Correlations</p>

INDICATOR Shows awareness of the directionality of print on a page when writing (top to bottom, left to right).

No Correlations

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Mathematics
STANDARD / ORGANIZER	1	Demonstrates mathematical concepts and skills during play and other activities.
EXPECTATION	1.1.	Demonstrates understanding of counting and cardinality.

INDICATOR Rote counts in sequence to 5 and beyond.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.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

INDICATOR Recognizes that a single object is always “one” regardless of size, shape, and/or other attributes.

No Correlations

INDICATOR Keeps one-to-one correspondence between counting words and objects (one number word for each object) for small groups of objects.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.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

INDICATOR

Accurately counts a set or sets of objects to 5 and beyond and answers the question “how many”.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.4 Verbally counts to 10; counts up to five objects accurately, using one number name for each object

• **Objective 20 Uses number concepts and operations a. Counts**

Objective 20a.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

INDICATOR

Effortlessly states the number of objects in a small collection of 1-4 items without counting.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.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

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

INDICATOR

Compares two sets of 1-5 concrete objects and uses language such as more, less, or same as to describe the comparison.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations b. Quantifies**

Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

INDICATOR	<p>Recognizes and identifies some numerals.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
INDICATOR	<p>Scribbles, marks, or writes numerals on the paper to represent a number or quantity.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.4 Identifies numerals to 5 by name and connects each to counted objects • Objective 20 Uses number concepts and operations c. Connects numerals with their quantities Objective 20c.6 Identifies numerals to 10 by name and connects each to counted objects
INDICATOR	<p>Uses math language to express quantity in everyday experiences.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.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 • Objective 20 Uses number concepts and operations b. Quantifies Objective 20b.6 Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
STRAND	THREE AND FOUR YEAR OLDS
CATEGORY / GOAL	Mathematics

STANDARD / ORGANIZER	1	Demonstrates mathematical concepts and skills during play and other activities.
EXPECTATION	1.2.	Identifies and uses common shapes and concepts about position.
INDICATOR		<p>Recognizes and names some basic shapes.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes
INDICATOR		<p>Describes and compares the characteristics of basic shapes using descriptive and geometric language.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p> <ul style="list-style-type: none"> • Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

INDICATOR

Combines and separates 2D and 3D shapes to make other shapes or designs.

Objectives for Development and Learning

• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

INDICATOR

Completes simple puzzles.

Objectives for Development and Learning

• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.8 Shows that shapes remain the same when they are moved, turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

INDICATOR

Identifies the shape of objects in the environment.

Objectives for Development and Learning

• Objective 21 Explores and describes spatial relationships and shapes b. Understands shapes

Objective 21b.6 Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

INDICATOR

Identifies parts of a whole.

Objectives for Development and Learning

• **Objective 20 Uses number concepts and operations**

b. Quantifies

Objective 20b. 9 emerging to 10 Answers how much questions about wholes partitioned into equal-size shares of two and four; verbally labels each part and describes its relationship to the whole

INDICATOR

Demonstrates knowledge of the relative position of objects.

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes a.**

Understands spatial relationships

Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

• **Objective 21 Explores and describes spatial relationships and shapes a.**

Understands spatial relationships

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

INDICATOR

Uses words that indicate directionality, order and position of objects.

Objectives for Development and Learning

• **Objective 21 Explores and describes spatial relationships and shapes a.**

Understands spatial relationships

Objective 21a.4 Follows simple directions related to proximity (beside, between, next to)

• **Objective 21 Explores and describes spatial relationships and shapes a.**

Understands spatial relationships

Objective 21a.6 Uses and responds appropriately to positional words indicating location, direction, and distance

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Mathematics
STANDARD / ORGANIZER	1	Demonstrates mathematical concepts and skills during play and other activities.
EXPECTATION	1.3.	Uses the attributes of objects for comparison and patterning.

INDICATOR	Describes objects by one or more attributes.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
INDICATOR	Matches objects.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
INDICATOR	Sorts and classifies objects by one or more attributes.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.4 Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape</p> <ul style="list-style-type: none"> • Objective 13 Uses classification skills <p>Objective 13.6 Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>
INDICATOR	Recognizes, duplicates and extends simple repeating patterns.
	<ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.4 Copies simple repeating patterns</p> <ul style="list-style-type: none"> • Objective 23 Demonstrates knowledge of patterns <p>Objective 23.6 Extends and creates simple repeating patterns</p>

INDICATOR

Creates original patterns that repeat.

Objectives for Development and Learning

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.4 Copies simple repeating patterns

• **Objective 23 Demonstrates knowledge of patterns**

Objective 23.6 Extends and creates simple repeating patterns

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Mathematics

STANDARD / ORGANIZER

1

Demonstrates mathematical concepts and skills during play and other activities.

EXPECTATION

1.4.

Describes and compares measurable attributes of objects.

INDICATOR

Compares and/or orders objects using attributes of length, weight and size.

Objectives for Development and Learning

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

INDICATOR

Uses tools to explore measurement.

Objectives for Development and Learning

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume

• **Objective 22 Compares and measures a. Measures objects**

Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

INDICATOR	<p>Explores, compares, and describes length, weight or capacity using nonstandard units.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures a. Measures objects Objective 22a.4 Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume • Objective 22 Compares and measures a. Measures objects Objective 22a.6 Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
INDICATOR	<p>Shows awareness of simple time concepts.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule
INDICATOR	<p>Demonstrates understanding of the sequence of events and relative length of time associated with some common activities.</p> <p>Objectives for Development and Learning</p> <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money Objective 22b.2 Knows usual sequence of basic daily events • Objective 22 Compares and measures b. Measures time and money Objective 22b.4 Relates time to daily routines and schedule

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Physical Education
STANDARD / ORGANIZER	1	Demonstrates gross and fine motor skills.
EXPECTATION	1.1.	Performs a variety of locomotor skills with control.

INDICATOR	<p>Demonstrates spatial awareness of body position in relationship to stationary objects.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games</p>
INDICATOR	<p>Walks with control.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games</p>
INDICATOR	<p>Runs with control.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games</p>
INDICATOR	<p>Climbs, jumps, and/or hops with coordination, balance, and control.</p> <p><u>Objectives for Development and Learning</u> • Objective 04 Demonstrates traveling skills Objective 4.6 Moves purposefully from place to place with control • Objective 04 Demonstrates traveling skills Objective 4.8 Coordinates increasingly complex movements in play and games</p>

INDICATOR

Experiments with galloping and skipping.

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

• **Objective 04 Demonstrates traveling skills**

Objective 4.8 Coordinates increasingly complex movements in play and games

INDICATOR

Uses quick stops or changes in direction to avoid contact with objects or other people.

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

• **Objective 04 Demonstrates traveling skills**

Objective 4.8 Coordinates increasingly complex movements in play and games

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL

Physical Education

STANDARD / ORGANIZER

1

Demonstrates gross and fine motor skills.

EXPECTATION

1.2.

Performs a variety of non-locomotor skills with control and balance.

INDICATOR

Executes movements that require a stable base.

Objectives for Development and Learning

• **Objective 05 Demonstrates balancing skills**

Objective 5.6 Sustains balance during simple movement experiences

• **Objective 05 Demonstrates balancing skills**

Objective 5.8 Sustains balance during complex movement experiences

INDICATOR Pushes, pulls, twists, turns, bends, balances, stretches, sways and/or swings limbs with coordination and control.

Objectives for Development and Learning

• **Objective 05 Demonstrates balancing skills**

Objective 5.6 Sustains balance during simple movement experiences

• **Objective 05 Demonstrates balancing skills**

Objective 5.8 Sustains balance during complex movement experiences

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

• **Objective 04 Demonstrates traveling skills**

Objective 4.8 Coordinates increasingly complex movements in play and games

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Physical Education
STANDARD / ORGANIZER	1	Demonstrates gross and fine motor skills.
EXPECTATION	1.3.	Combines a sequence of several motor skills with control.
INDICATOR		Walks up and down stairs with alternating steps.

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

INDICATOR Explores a variety of movements.

Objectives for Development and Learning

• **Objective 04 Demonstrates traveling skills**

Objective 4.6 Moves purposefully from place to place with control

• **Objective 04 Demonstrates traveling skills**

Objective 4.8 Coordinates increasingly complex movements in play and games

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Physical Education
STANDARD / ORGANIZER	1	Demonstrates gross and fine motor skills.
EXPECTATION	1.4.	Performs fine motor movements and tasks using eye-hand coordination.

INDICATOR	Explores and manipulates objects in a variety of ways.
	<p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	<p>Uses tools.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination b. Uses writing and drawing tools Objective 7b.6 Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
INDICATOR	<p>Exhibits strength and control when performing fine motor skills.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements
INDICATOR	<p>Performs tasks using hands with skill and precision.</p> <p><u>Objectives for Development and Learning</u></p> <ul style="list-style-type: none"> · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.6 Uses refined wrist and finger movements · Objective 07 Demonstrates fine-motor strength and coordination a. Uses fingers and hands Objective 7a.8 Uses small, precise finger and hand movements

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Science
STANDARD / ORGANIZER	1	Demonstrates scientific ways of thinking and working (with wonder and curiosity).
EXPECTATION	1.1.	Observes and compares observable phenomena (objects, materials, plants, animals, and events).
INDICATOR		Uses many senses to examine objects with attention to detail. Objectives for Development and Learning · Objective 26. Demonstrates knowledge of the physical properties of objects and materials
INDICATOR		Describes properties. Objectives for Development and Learning · Objective 26. Demonstrates knowledge of the physical properties of objects and materials
INDICATOR		Collects items with similar properties. Objectives for Development and Learning · Objective 26. Demonstrates knowledge of the physical properties of objects and materials
INDICATOR		Observes similarities and differences. Objectives for Development and Learning · Objective 24 Uses scientific inquiry skills
INDICATOR		Observes how objects, plants and animals are influenced by other objects or forces. Objectives for Development and Learning · Objective 25. Demonstrates knowledge of the characteristics of living things

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Science
STANDARD / ORGANIZER	1	Demonstrates scientific ways of thinking and working (with wonder and curiosity).
EXPECTATION	1.2.	Uses a variety of tools to explore the environment.

INDICATOR Uses non-standard tools to explore the environment.

Objectives for Development and Learning
 · **Objective 28 Uses tools and other technology to perform tasks**

INDICATOR Uses standard tools to explore the environment.

Objectives for Development and Learning
 · **Objective 28 Uses tools and other technology to perform tasks**

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Science
STANDARD / ORGANIZER	1	Demonstrates scientific ways of thinking and working (with wonder and curiosity).
EXPECTATION	1.3.	Uses aspects of the scientific process to learn about the world.

INDICATOR Asks simple scientific questions.

Objectives for Development and Learning
 · **Objective 24 Uses scientific inquiry skills**

INDICATOR Makes predictions.

Objectives for Development and Learning
 · **Objective 24 Uses scientific inquiry skills**

INDICATOR Conducts simple experiments.

Objectives for Development and Learning
 · **Objective 24 Uses scientific inquiry skills**

INDICATOR Observes results from simple experiments.

Objectives for Development and Learning
 · **Objective 24 Uses scientific inquiry skills**

INDICATOR Records and communicates observations through a variety of means.

Objectives for Development and Learning
 · **Objective 24 Uses scientific inquiry skills**

INDICATOR

Draws conclusions based on observations.

Objectives for Development and Learning
• **Objective 24 Uses scientific inquiry skills**

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Social Studies
STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.1.	Differentiates between events that happen in the past, present, and future.

INDICATOR

Recognizes the beginning and end of an event.

Objectives for Development and Learning

• **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**

Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details

• **Objective 09 Uses language to express thoughts and needs d. Tells about another time or place**

Objective 9d.8 Tells elaborate stories that refer to other times and places

INDICATOR

Recalls information about the immediate past.

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

INDICATOR

Recognizes family and/or classroom events that happened in the past.

Objectives for Development and Learning

• **Objective 12 Remembers and connects experiences a. Recognizes and recalls**
Objective 12a.4 Recalls familiar people, places, objects, and actions from the past (a few months before); recalls one or two items removed from view

INDICATOR	<p>Considers how people, other living creatures and physical features of objects in the environment change over time.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places </p>
INDICATOR	<p>Describes or represents two or three events in the correct sequence.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p> </p>
INDICATOR	<p>Uses some general terms related to the elements of time.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 22 Compares and measures b. Measures time and money <p>Objective 22b. Emerging to 6 Uses some time measurement words and tools</p> </p>
INDICATOR	<p>Describes activities and/or events that are planned or typically happen a short time ahead/in the near future.</p> <p>Objectives for Development and Learning <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.6 Tells stories about other times and places that have a logical order and that include major details</p> <ul style="list-style-type: none"> • Objective 09 Uses language to express thoughts and needs d. Tells about another time or place <p>Objective 9d.8 Tells elaborate stories that refer to other times and places</p> <ul style="list-style-type: none"> • Objective 31 Explores change related to familiar people or places </p>

STRAND

THREE AND FOUR YEAR OLDS

		Social Studies
CATEGORY / GOAL		
STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.2.	Identifies important physical features in the environment and uses them to describe and navigate surroundings.

INDICATOR	Recognizes and/or describes characteristics of familiar places.
	<u>Objectives for Development and Learning</u> · Objective 32 Demonstrates simple geographic knowledge
INDICATOR	Recognizes and/or uses objects to represent familiar places.
	<u>Objectives for Development and Learning</u> · Objective 32 Demonstrates simple geographic knowledge
INDICATOR	Shows interest in using geographic tools such as maps, globes, charts, and compasses.
	<u>Objectives for Development and Learning</u> · Objective 32 Demonstrates simple geographic knowledge

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Social Studies
STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.3.	Shows an awareness of fundamental economic concepts.

INDICATOR	Recognizes that sometimes there are not enough toys or materials for everyone.
	<u>Objectives for Development and Learning</u> · Objective 30 Shows basic understanding of people and how they live
INDICATOR	Trades objects with someone else.
	<u>Objectives for Development and Learning</u> · Objective 30 Shows basic understanding of people and how they live
INDICATOR	Recognizes that money is used to purchase things.
	<u>Objectives for Development and Learning</u> · Objective 30 Shows basic understanding of people and how they live

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Social Studies
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STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.4.	Contributes as a member of the classroom community or group by following rules.
INDICATOR		Follows routines that have been explained to them. <u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Follows rules with reminders and practice. <u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders
INDICATOR		Describes rules that are important in different settings or situations. <u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b. 7 emerging to 8 Applies basic rules in new but similar situations
INDICATOR		Follows rules appropriate for the situation with limited guidance. <u>Objectives for Development and Learning</u> <ul style="list-style-type: none"> • Objective 01 Regulates own emotions and behaviors b. Follows limits and expectations Objective 1b.6 Manages classroom rules, routines, and transitions with occasional reminders

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Social Studies
STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.5.	Demonstrates understanding of roles and relationships within families and the community.
INDICATOR		Name family members and their relationship to self. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Describes own role and the roles of others in own family. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self
INDICATOR		Identifies similarities and differences between roles and relationships within one's own family with other families. Objectives for Development and Learning • Objective 29 Demonstrates knowledge about self • Objective 30 Shows basic understanding of people and how they live
INDICATOR		Recognizes that different people have different roles and jobs in the community. Objectives for Development and Learning • Objective 30 Shows basic understanding of people and how they live

STRAND**THREE AND FOUR YEAR OLDS**

CATEGORY / GOAL		Social Studies
STANDARD / ORGANIZER	1	Demonstrates knowledge of the social and physical environments in which they live.
EXPECTATION	1.6.	Identifies and respects similarities and differences among familiar people and their cultural traditions.

INDICATOR	Describes characteristics of oneself. Objectives for Development and Learning · Objective 29 Demonstrates knowledge about self
INDICATOR	Identifies and respects similarities and differences between self and others. Objectives for Development and Learning · Objective 29 Demonstrates knowledge about self
INDICATOR	Recognizes that people identify their gender differently. Objectives for Development and Learning · Objective 30 Shows basic understanding of people and how they live
INDICATOR	Recognizes and respects that people differ in their cultural traditions such as language, dress, food, and other aspects of their lives. Objectives for Development and Learning · Objective 30 Shows basic understanding of people and how they live

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Technology
STANDARD / ORGANIZER	1	Uses technology with care to engage with others and learn about the world.
EXPECTATION	1.1.	Operates basic technology equipment with care.
INDICATOR		Manipulates technology equipment. Objectives for Development and Learning · Objective 28. Uses tools and other technology to perform tasks
INDICATOR		Follows rules for safe use of the computer and other technology equipment. Objectives for Development and Learning · Objective 28. Uses tools and other technology to perform tasks

STRAND

THREE AND FOUR YEAR OLDS

CATEGORY / GOAL		Technology
STANDARD / ORGANIZER	1	Uses technology with care to engage with others and learn about the world.

EXPECTATION	1.2.	Uses technology to learn information and accomplish a task.
INDICATOR		Uses technology to explore, create and innovate.
		<u>Objectives for Development and Learning</u> • Objective 28. Uses tools and other technology to perform tasks
INDICATOR		Uses technology to communicate.
		<u>Objectives for Development and Learning</u> • Objective 28. Uses tools and other technology to perform tasks
INDICATOR		Uses technology to investigate a topic of interest.
		<u>Objectives for Development and Learning</u> • Objective 28. Uses tools and other technology to perform tasks