



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

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With
District of Columbia Common Core Early Learning Standards

This document aligns the content in the *District of Columbia Common Core Early Learning Standards* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

DC Office of the State Superintendent. (2012). *District of Columbia common core early learning standards*. Washington, D.C.: Early Childhood Leadership Institute. Retrieved April 11, 2013 from <http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf>

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<i>District of Columbia Common Core Early Learning Standards</i>	<i>How The Creative Curriculum® for Preschool meets District of Columbia Common Core Early Learning Standards</i>
Approaches to Learning/Logic and Reasoning	
Preschool	
1. Attends and engages with curiosity	
1a. Chooses tasks of interest; responds to adult encouragement	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
2. Shows persistence	
2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks
3. Approaches tasks flexibly	
3a. Finds solutions without having to try every possibility; may change approach	Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility
4. Uses symbols and takes on pretend roles	
4a. Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based	Uses symbols and images to represent something not present Engages in sociodramatic play 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

Pre-K Exit Expectations	
1. Attends and engages with curiosity	
Approaches to Learning	
1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks	Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas
2. Shows persistence	
Approaches to Learning	
2a. Preserves to understand and accomplish a challenging, self-selected activity despite interruptions and distractions	Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions Demonstrates positive approaches to learning Persists Practices an activity many times until successful
3. Approaches tasks flexibly	
Approaches to Learning	
3a. Uses multiple strategies to solve problems and complete tasks	Demonstrates positive approaches to learning Shows flexibility and inventiveness in thinking Changes plans if a better idea is thought of or proposed
3b. Initiates cooperative activities with peers	Establishes and sustains positive relationships Interacts with peers Interacts cooperatively in groups of four or five children

4. Uses symbols and takes on pretend roles	
Symbolic Thinking	
4a. Uses objects, materials, actions, and images to represent other objects	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols
4b. Plays with a few other children for periods of as long as 10 minutes agreeing on scenarios and roles	Uses symbols and images to represent something not present Engages in sociodramatic play 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
Literacy	
Preschool	
9. Demonstrates understanding of print concepts	
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
10. Demonstrates comprehension of printed materials read aloud	
10a. Uses some words and/ or concepts from the text to talk about a story, poem, or informational text read aloud.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
11. Hears and discriminates the sounds of language	
11a. Plays with language experimenting with beginning and ending sounds	Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way
12. Writes letters and words	
12a. Uses letter-like forms, letter strings, some letter combinations that are words	Demonstrates emergent writing skills Writes to convey meaning Letter strings

13. Understands the purpose of writing and drawing	
13a. Dictates and draws to share or record information and tell stories	<p>Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end</p>
Pre-K Exit Expectations	
9. Demonstrates understanding of print concepts	
Print Concepts	
9a. With guidance and support, demonstrates a basic understanding of the organization and features of print	<p>Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds</p> <p>Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
9b. Recognizes that spoken language can be written and read, and that written language can be read and spoken	<p>Demonstrates knowledge of the alphabet Uses letter–sound knowledge Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
9c. Recognizes and names 10 or more letters of the alphabet	<p>Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name</p>
10. Demonstrates comprehension of printed materials read aloud	
Literature and Informational Texts Key Ideas and Details	
10a. With prompting and support, asks and answers questions about key details of a story, poem, or informational text read aloud	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p>
10b. With prompting and support, retells a sequence of events from a familiar story read aloud or important facts from an informational text read aloud	<p>Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters</p>

10c. With prompting and support, identifies the characters and settings of a story read aloud	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult
Craft and Structure	
10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors
10f. Recognizes familiar books by their covers	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
Integration of Knowledge and Ideas	
10g. After hearing a story read aloud, looks at the illustrations and, with prompting and support, explains the part of the story that each illustration depicts	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
11. Hears and discriminates the sounds of language	
Phonological Awareness/Phonics and Word Recognition	
11a. Shows awareness of separate words in a sentence	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
11b. Decides whether two words rhyme	Demonstrates phonological awareness Notices and discriminates rhyme Decides whether two words rhyme

11c. Identifies the initial sound of a spoken word and, with guidance and support, thinks of several other words that have the same initial sound	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
11d. Shows awareness of separate syllables in a word	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
12. Writes letters and words	
Production and Distribution of Writing	
12a. With prompting and support, begins to invent spelling while writing to convey a message	Demonstrates emergent writing skills Writes to convey meaning Early invented spelling
13. Understands the purpose of writing and drawing	
Text Types and Purposes	
13a. Dictates words or draws to express a preference or opinion about a topic	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates emergent writing skills Writes to convey meaning Early invented spelling
13b. Uses a combination of dictating and drawing to tell some information about a topic	Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas Demonstrates emergent writing skills Writes to convey meaning Early invented spelling

<p>13c. Uses a combination of dictation and drawing to tell a real or imagined story</p>	<p>Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details</p> <p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Demonstrates emergent writing skills Writes to convey meaning Early invented spelling</p>
<p>Communication and Language</p>	
<p>Preschool</p>	
<p>5. Demonstrates understanding of spoken language</p>	
<p>5a. Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas</p>	<p>Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>6. Uses language to express self</p>	
<p>6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships</p>	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p>
<p>7. Uses conventional grammar and syntax</p>	
<p>7a. Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar</p>	<p>Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences</p> <p>Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules</p>

8. Uses conventional conversational and other social communication skills	
8a. Initiates and engages in conversations of as many as three exchanges Example: Extends	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Pre-K Exit Expectations	
5. Demonstrates understanding of spoken language	
Comprehension and Collaboration	
5a. Asks and answers questions in order to seek and offer help, get and offer information, or clarify something that is not understood	Demonstrates positive approaches to learning Shows curiosity and motivation Uses a variety of resources to find answers to questions
5b. Demonstrates understanding of spoken language by responding appropriately.	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
Presentation of Knowledge and Ideas	
6a. Describes familiar people, places, things, and events and, with prompting and support, provides additional detail	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Remembers and connects experiences Recognizes and recalls Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
6b. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words

Vocabulary Acquisition and Use	
6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
6d. Applies words learned in classroom activities to real-life situations	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
7. Uses conventional grammar and syntax	
Conventions of Standard English	
7a. Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
8. Uses conventional conversational and other social communication skills	
Comprehension and Collaboration	
8a. Initiates and engages in conversations of at least three exchanges	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Mathematics	
Preschool	
14. Matches, groups, and classifies objects	
14a. Groups objects on the basis of a single characteristic, e.g. color, size, or shape	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

14b. Copies simple patterns	Demonstrates knowledge of patterns Copies simple repeating patterns
15. Demonstrates knowledge of number and counting	
15a. Counts to 10 by rote; accurately assigns number names to quantities up to 5 (one-to-one correspondence); recognizes a few numerals and connects each to a quantity	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Understands reasons for measuring and the purpose of measuring tools; uses standard and nonstandard tools and some measurement words; begins to order a few objects according to height and length	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
17. Identifies and labels shapes	
17a. Names a few basic two-dimensional shapes	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)
18. Demonstrates understanding of positional words	
18a. Follows directions to place objects or body beside, between, or next to	Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)

Pre-K Exit Expectations	
14. Matches, groups, and classifies objects	
Classification	
14a. Groups objects too a common characteristic regroups them according to a different characteristic, and explains the grouping rules	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Patterns	
14b. Creates and extends simple repeating patterns	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
15. Demonstrates knowledge of number and counting	
Knows number names and the count sequence	
15a. Counts to 20 by ones	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	Uses number concepts and operations Counts Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
15c. Recognizes and names the written numerals 1–10	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
Counts to tell the number of objects	
15d. Counts 10–20 objects accurately, using one number name for each object	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 20 by name and connects each to counted objects
15e. Understands that the last number named tells the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

15f. Counts to answer “How many?” questions about 10–20 objects	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>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</p>
15g. Correctly associates a numeral with a group of as many as 10 counted objects	<p>Uses number concepts and operations</p> <p>Connects numerals with their quantities</p> <p>Identifies numerals to 10 by name and connects each to counted objects</p>
Compares numbers	
15h. Uses matching and counting strategies and comparative language to identify whether the number of objects in one group (as many as 10 objects) is greater than, less than, or equal to the number of objects in another group (as many as 10 objects)	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>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</p> <p>Compares and measures</p> <p>Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>
Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from	
15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects	<p>Uses number concepts and operations</p> <p>Quantifies</p> <p>Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>

16. Demonstrates knowledge of volume, height, weight, and length	
Describes and compares measurable attributes	
16a. Describes everyday objects in terms of measurable attributes, such as length, height, weight, or volume (capacity), using appropriate basic vocabulary (e.g., short, long, tall, heavy, light, big, small, wide, narrow)	<p>Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items</p> <p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
16b. Knows and correctly uses a few ordinal numbers	<p>Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
16c. Knows the usual sequence of basic daily events	<p>Remembers and connects experiences Makes connections Remembers the sequence of personal routines and experiences with teacher support</p>
17. Identifies and labels shapes	
Identifies and describes shapes and the relative positions of objects	
17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size	<p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
17b. Describes basic two- and three-dimensional shapes	<p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

17c. Builds objects of basic shapes (ball/sphere, square box/cube, tube/cylinder) by using various materials such as craft sticks, blocks, pipe cleaners, clay, and so on	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and makes simple sketches, models, or pictorial maps to locate objects</p> <p>Explores and describes spatial relationships and shapes</p> <p>Understands shapes</p> <p>Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
18. Demonstrates understanding of positional words	
Identifies and describes shapes and the relative positions of objects	
18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under	<p>Explores and describes spatial relationships and shapes</p> <p>Understands spatial relationships</p> <p>Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Scientific Inquiry	
Preschool	
19. Observes and describes the characteristics of living things	Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	Uses scientific inquiry skills

Pre-K Exit Expectations	
19. Observes and describes the characteristics of living things	
Life Science	
19a. Demonstrates knowledge of the characteristics of living things	Demonstrates knowledge of the characteristics of living things
19b. Demonstrates understanding that living things change	Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	
Physical Science	
20a. Identifies the physical properties of objects	Demonstrates knowledge of the physical properties of objects and materials
20b. Explores motion	Demonstrates knowledge of the physical properties of objects and materials
20c. Explores physical change of materials	Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	
Earth Science	
21a. Identifies and describes basic landforms	Demonstrates knowledge of Earth's environment Demonstrates simple geographic knowledge
21b. Describes basic weather phenomena	Demonstrates knowledge of Earth's environment
21c. Identifies the sun, moon, and stars	Demonstrates knowledge of Earth's environment
21d. Distinguishes various types of surface materials (soil, sand, and rocks)	Demonstrates knowledge of Earth's environment
21e. Explores the relationships between people and their environments	Demonstrates knowledge of Earth's environment
22. Demonstrates scientific thinking	
Inquiry and Design Practices	
22a. Observes, explores, and manipulates materials and objects	Uses scientific inquiry skills
22b. Makes predictions and tests ideas	Uses scientific inquiry skills
22c. Communicates with others about discoveries	Uses scientific inquiry skills

22d. Represents scientific thinking and knowledge by drawing, dramatizing, and making models	Uses symbols and images to represent something not present Thinks symbolically Represents objects, places, and ideas with increasingly abstract symbols Uses scientific inquiry skills
Social Studies	
Preschool	
23. Demonstrates understanding of people and how they live	Shows basic understanding of people and how they live
Pre-K Exit Expectations	
23. Demonstrates understanding of people and how they live	
Knowledge of Human Characteristics	
23a. Demonstrates understanding that he or she is part of a family	Demonstrates knowledge about self
23b. Identifies some similarities and differences in physical and personal characteristics	Shows basic understanding of people and how they live
Knowledge of Life in a Community	
23c. Demonstrates understanding that people have different kinds of jobs	Shows basic understanding of people and how they live
23d. Identifies various means of transportation	Shows basic understanding of people and how they live
23e. Participates in the creation of classroom community	Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
Change Related to Familiar People and Places	
23f. Demonstrates understanding that people and places change over time	Explores change related to familiar people or places
23g. Use words to describe time	Explores change related to familiar people or places
23h. Describes the basic features and relative locations of familiar places in the community	Demonstrates simple geographic knowledge

The Arts	
Preschool	
24. Engages in music, movement, and drama activities	Explores musical concepts and expression Explores dance and movement concepts Explores drama through actions and language
25. Explores the visual arts	Explores the visual arts
Pre-K Exit Expectations	
24. Engages in music, movement, and drama activities	
Music, Movement, and Drama Concepts and Expression	
24a. Participates in music, movement, and drama activities, responding to different forms of music, movement, and imaginary characters and scenarios	Explores musical concepts and expression Explores dance and movement concepts Explores drama through actions and language
24b. Uses instruments and voice to accompany or create music and drama	Explores musical concepts and expression
24c. Expresses ideas, feelings, and experiences through music, movement, and drama	Explores musical concepts and expression Explores drama through actions and language
25. Explores the visual arts	
Concepts and Expression in the Visual Arts	
25a. Participates in art activities, responding to different visual art forms	Explores the visual arts
25b. Uses a variety of materials to create products	Explores the visual arts
25c. Expresses experiences, ideas, and feelings through visual arts	Explores the visual arts

Social-Emotional Development	
Preschool	
26. Expresses a variety of feelings and learns to manage them	
26a. Uses strategies learned from adults to manage feelings; begins to label feelings	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Responds positively to others' demonstration of feelings	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Follows classroom rules and routines (including new ones) with occasional reminders	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
29. Develops positive relationships with adults	
29a. Engages with trusted adults for information and socializing; manages separations	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
30. Engages and plays with peers	
30a. Uses successful strategies to initiate or join an activity with several children	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups

31. Resolves conflicts with others	
31a. Asks adults for help and sometimes suggests ways to solve social problems	Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems
Pre-K Exit Expectations	
26. Expresses a variety of feelings and learns to manage them	
Emotions and Behaviors	
26a. Uses socially acceptable ways of expressing thoughts and emotions	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
26b. Demonstrates confidence in meeting own needs	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
27. Recognizes the feelings and rights of others, and responds appropriately	
Emotions and Behaviors	
27a. Recognizes and labels the basic feelings of others	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately
28. Manages own behavior	
Emotions and Behaviors	
28a. Follows limits and expectations	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders

29. Develops positive relationships with adults	
Positive Relationships	
29a. Engages in positive interactions with adults to share ideas and plan activities	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
30. Engages and plays with peers	
Positive Relationships	
30a. Sustains play with a few other children	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children
31. Resolves conflicts with others	
Positive Relationships	
31a. Suggests ways to resolve social conflicts	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
Physical Development/Health and Safety	
Preschool	
32. Demonstrates strength and coordination of large muscles	
32a. Engages in complex large- muscle activities that involve flexibility, control, and a full range of motion.	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
33. Demonstrates strength and coordination of small muscles	
33a. Uses finger and hand movements to work with small objects and accomplish tasks	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements

34. Demonstrates behaviors that promote health and safety	
34a. Follows familiar health and safety rules with occasional reminders	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
34b. Performs basic self-help tasks with assistance	Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs
34c. Emerging	
Pre-K Exit Expectations	
32. Demonstrates strength and coordination of large muscles	
Large-Muscle Strength and Coordination	
32a. Demonstrates locomotor skills by running smoothly	Demonstrates traveling skills Moves purposefully from place to place with control
32b. Demonstrates balancing skills by hopping and jumping in place	Demonstrates balancing skills Sustains balance during simple movement experiences
32c. Demonstrates ball-handling skills, using a full range of motion	Demonstrates gross-motor manipulative skills Manipulates balls or similar objects with flexible body movements
33. Demonstrates strength and coordination of small muscles	
Small-Muscle Strength and Coordination	
33a. Uses precise hand, finger, and wrist movements to grasp, release, and manipulate small objects	Demonstrates fine-motor strength and coordination Uses fingers and hands Uses refined wrist and finger movements
33b. Uses writing and drawing tools to perform particular tasks	Uses tools and other technology to perform tasks

34. Demonstrates behaviors that promote health and safety	
Health and Safety	
34a. Describes basic health and safety rules and follows them	<p>Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders</p> <p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>
34b. Performs self-help tasks with minimal assistance	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Demonstrates confidence in meeting own needs</p>
34c. Begins to understand that foods have different nutritional values	<p>Regulates own emotions and behaviors Takes care of own needs appropriately Takes responsibility for own well-being</p>