



Alignment of



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



WITH

Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
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 objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

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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Approaches to Learning/Logic and Reasoning	
Infant	
1. Attends and engages with curiosity	
1a. Uses all senses to explore	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
2. Shows persistence	
2a. Attends to sights and sounds	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
3. Approaches tasks flexibly	
3a. Emerging	
4. Uses symbols and takes on pretend roles	
4a. Emerging	
Toddlers	
1. Attends and engages with curiosity	
1a. Manipulates objects; observes and explores surroundings by using all senses	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. Shows persistence	
2a. Repeats actions with the goal of achieving a result	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
3. Approaches tasks flexibly	
3a. Notices how others approach a task and imitates their attempts	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways

4. Uses symbols and takes on pretend roles	
4a. Observes other people’s use of objects; imitates simple actions; uses realistic objects in pretend play	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
Twos	
1. Attends and engages with curiosity	
1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. Shows persistence	
2a. Continues to work on a self-selected task, especially with adult support	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
3. Approaches tasks flexibly	
3a. Uses trial-and-error approaches; asks for help	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
4. Uses symbols and takes on pretend roles	
4a. Uses props and imitates actions to re-enact familiar events	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Preschool	
1. Attends and engages with curiosity	
1a. Chooses tasks of interest; responds to adult encouragement	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions

2. Shows persistence	
2a. Continues an activity even when there are challenges; may stop and later return to a self-selected activity	11. Demonstrates positive approaches to learning 11b. Persists 6. 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	11. Demonstrates positive approaches to learning 11c. Solves problems 6. 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	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
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	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. 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	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

3. Approaches tasks flexibly	
Approaches to Learning	
3a. Uses multiple strategies to solve problems and complete tasks	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
3b. Initiates cooperative activities with peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. 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	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. 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	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Literacy	
Infants	
9. Demonstrates understanding of print concepts	
9a. Shows an interest in print materials	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
10. Demonstrates comprehension of printed materials read aloud	
10a. Emerging	

11. Hears and discriminates the sounds of language	
11a. Shows awareness of speech sounds and imitates them	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
12. Writes letters and words	
12a. Emerging	
13. Understands the purpose of writing and drawing	
13a. Emerging	
Toddlers	
9. Demonstrates understanding of print concepts	
9a. Notices pictures of familiar objects in print materials	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
10. Demonstrates comprehension of printed materials read aloud	
10a. Emerging	
11. Hears and discriminates the sounds of language	
11a. Repeats words; joins in singing random words of simple songs	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
12. Writes letters and words	
12a. Makes marks or scribbles	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
13. Understands the purpose of writing and drawing	
13a. Emerging	

Twos	
9. Demonstrates understanding of print concepts	
9a. Recognizes familiar books and looks at pictures	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
10. Demonstrates comprehension of printed materials read aloud	
10a. Pretends to read a book by naming pictured objects and characters, using the support of an adult who asks questions	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 1 emerging to 2. Contributes particular language from the book at the appropriate time
11. Hears and discriminates the sounds of language	
11a. Joins in songs, rhymes, refrains, and word games with repeating language sounds	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
12. Writes letters and words	
12a. Makes controlled linear scribbles	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
13. Understands the purpose of writing and drawing	
13a. Makes marks and talks about them	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles

Preschool	
9. Demonstrates understanding of print concepts	
9a. Understands that print has meaning and corresponds with spoken language; orients book correctly and turns pages	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
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.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
11. Hears and discriminates the sounds of language	
11a. Plays with language experimenting with beginning and ending sounds	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. 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	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
13. Understands the purpose of writing and drawing	
13a. Dictates and draws to share or record information and tell stories	9. Uses language to express thoughts and needs 9d. Tells about another time or place 4. Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

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	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 5 emerging to 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
9b. Recognizes that spoken language can be written and read, and that written language can be read and spoken	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
9c. Recognizes and names 10 or more letters of the alphabet	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
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	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
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	18. Comprehends and responds to books and other texts 18c. Retells stories 5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters
10c. With prompting and support, identifies the characters and settings of a story read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult

Craft and Structure	
10d. With prompting and support, asks and answers questions about unfamiliar words in a story, poem, or informational text read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures
10e. With prompting and support, names the author and illustrator of a familiar book and defines the role of each in telling the story	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
10f. Recognizes familiar books by their covers	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
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	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as
10h. After hearing an informational text read aloud, looks at illustrations and explains important ideas in the picture	18. Comprehends and responds to books and other texts 18c. Retells stories 4. 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	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
11b. Decides whether two words rhyme	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. 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	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
11d. Shows awareness of separate syllables in a word	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. 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	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. 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	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
13b. Uses a combination of dictating and drawing to tell some information about a topic	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

<p>13c. Uses a combination of dictation and drawing to tell a real or imagined story</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling</p> <p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p>Communication and Language</p>	
<p>Infant</p>	
<p>5. Demonstrates understanding of spoken language</p>	
<p>5a. Appears interested in others' speech</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p>
<p>6. Uses language to express self</p>	
<p>6a. Vocalizes gestures in an effort to communicate</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>7. Uses conventional grammar and syntax</p>	
<p>7a. Babbles and experiments with tone and pitch</p>	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>

8. Uses conventional conversational and other social communication skills	
8a. Vocalizes or gestures in back and forth exchanges with others	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
Toddlers	
5. Demonstrates understanding of spoken language	
5a. Responds to others' speech and gestures	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
6. Uses language to express self	
6a. Uses language to express needs and refer to familiar people and objects	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
7. Uses conventional grammar and syntax	
7a. Uses one- and two-word sentences	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases</p>
8. Uses conventional conversational and other social communication skills	
8a. Exchanges single words, simple gestures, and facial expressions with others	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>

Twos	
5. Demonstrates understanding of spoken language	
5a. Responds to simple statements, questions, and simple texts read aloud	8. Listens to and understands increasingly complex language 8a. Comprehends language 5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
6a. Uses language to describe objects and people and to ask for help	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
7. Uses conventional grammar and syntax	
7a. Uses two- to four-word sentences with some word omissions and errors	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
8. Uses conventional conversational and other social communication skills	
8a. Initiates and engages in short back-and-forth exchanges, responding to verbal and nonverbal cues	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Preschool	
5. Demonstrates understanding of spoken language	
5a. Responds to more complex questions, statements, and texts read aloud that present new vocabulary and ideas	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
6. Uses language to express self	
6a. Uses new vocabulary in everyday speech to meet own needs and to explain, describe, and manage social relationships	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

7. Uses conventional grammar and syntax	
7a. Uses longer sentences with plurals, adjectives, adverbs, and negatives, but not always with correct grammar	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences
8. Uses conventional conversational and other social communication skills	
8a. Initiates and engages in conversations of as many as three exchanges Example: Extends	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. 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	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 7 emerging to 8. Uses a variety of resources to find answers to questions
5b. Demonstrates understanding of spoken language by responding appropriately.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. 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	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items 12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

<p>6b. Expresses thoughts, feelings, and ideas verbally, enunciating clearly enough to be understood</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>Vocabulary Acquisition and Use</p>	
<p>6c. With guidance and support, generates words that are similar in meaning (e.g., happy/glad, angry/mad)</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences</p>
<p>6d. Applies words learned in classroom activities to real-life situations</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p>6e. Uses words and phrases acquired during conversations, by listening to stories and informational texts read aloud, playing with other children, and other activities</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p>7. Uses conventional grammar and syntax</p>	
<p>Conventions of Standard English</p>	
<p>7a. Speaks in complete sentences of 4–6 words, using past, present, and future tenses appropriately for frequently occurring verbs</p>	<p>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p>
<p>8. Uses conventional conversational and other social communication skills</p>	
<p>Comprehension and Collaboration</p>	
<p>8a. Initiates and engages in conversations of at least three exchanges</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>

Mathematics	
Infants	
14. Matches, groups, and classifies objects	
14a. Emerging	
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Emerging	
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Emerging	
17. Identifies and labels shapes	
17a. Emerging	
18. Demonstrates understanding of positional words	
18a. Emerging	
Toddlers	
14. Matches, groups, and classifies objects	
14a. Begins to match one object with a similar object	13. Uses classification skills 2. Matches similar objects
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Shows awareness of the concepts of one, two, and more; recites numbers in random order	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Explores objects of different shapes and sizes	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment

17. Identifies and labels shapes	
17a. Explores objects of different shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 3 emerging to 4. Identifies a few basic shapes (circle, square, triangle)
18. Demonstrates understanding of positional words	
18a. Follows directions that include gestures to place objects in, on, under, up, or down	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Twos	
14. Matches, groups, and classifies objects	
14a. Matches one object with a group of similar objects	22. Compares and measures 2. Makes simple comparisons between two objects
14b. Emerging	
15. Demonstrates knowledge of number and counting	
15a. Begins to rote count to 10 but may not be accurate consistently	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
16. Demonstrates knowledge of volume, height, weight, and length	
16a. Makes simple comparisons, noticing similarities and differences between objects	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
17. Identifies and labels shapes	
17a. Matches one shape with the same shape	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes

18. Demonstrates understanding of positional words	
18a. Follows verbal directions to place or find objects in, on, under, up, or down	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)
Preschool	
14. Matches, groups, and classifies objects	
14a. Groups objects on the basis of a single characteristic, e.g. color, size, or shape	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
14b. Copies simple patterns	23. Demonstrates knowledge of patterns 4. 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	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
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	22. Compares and measures 6. 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	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. 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	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. 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	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Patterns	
14b. Creates and extends simple repeating patterns	23. Demonstrates knowledge of patterns 6. 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	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
15b. Tells what number comes next in the counting sequence when given a number between 1 and 9	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
15c. Recognizes and names the written numerals 1–10	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects

Counts to tell the number of objects	
15d. Counts 10–20 objects accurately, using one number name for each object	20. Uses number concepts and operations 20c. Connects numerals with their quantities 7 emerging to 8. Identifies numerals to 20 by name and connects each to counted objects
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	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
15f. Counts to answer “How many?” questions about 10–20 objects	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
15g. Correctly associates a numeral with a group of as many as 10 counted objects	20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects
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)	20. Uses number concepts and operations 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 22. Compares and measures 6. 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</p>	
<p>15i. Uses concrete objects to solve real-world addition (putting together) and subtraction (taking away) problems with 6–10 objects</p>	<p>20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>
<p>16. Demonstrates knowledge of volume, height, weight, and length</p>	
<p>Describes and compares measurable attributes</p>	
<p>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>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<p>16b. Knows and correctly uses a few ordinal numbers</p>	<p>22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>
<p>16c. Knows the usual sequence of basic daily events</p>	<p>12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support</p>
<p>17. Identifies and labels shapes</p>	
<p>Identifies and describes shapes and the relative positions of objects</p>	
<p>17a. Correctly names basic two-dimensional shapes (squares, circles, triangles, rectangles), regardless of their orientations or size</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
<p>17b. Describes basic two- and three-dimensional shapes</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>

<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>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects</p> <p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>18. Demonstrates understanding of positional words</p>	
<p>Identifies and describes shapes and the relative positions of objects</p>	
<p>18a. Identifies the relative position of objects, using appropriate terms such as above, below, in front of, behind, over, under</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
<p>Scientific Inquiry</p>	
<p>Infants</p>	
<p>19. Observes and describes the characteristics of living things</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>20. Observes and describes the properties of physical objects</p>	<p>26. Demonstrates knowledge of the physical properties of objects and</p>
<p>21. Observes and describes characteristics of Earth and space</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>22. Demonstrates scientific thinking</p>	<p>24. Uses scientific inquiry skills</p>
<p>Toddlers</p>	
<p>19. Observes and describes the characteristics of living things</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>
<p>20. Observes and describes the properties of physical objects</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p>21. Observes and describes characteristics of Earth and space</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>22. Demonstrates scientific thinking</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>

Twos	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth’s environment
22. Demonstrates scientific thinking	24. Uses scientific inquiry skills
Preschool	
19. Observes and describes the characteristics of living things	25. Demonstrates knowledge of the characteristics of living things
20. Observes and describes the properties of physical objects	26. Demonstrates knowledge of the physical properties of objects and materials
21. Observes and describes characteristics of Earth and space	27. Demonstrates knowledge of Earth’s environment
22. Demonstrates scientific thinking	24. 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	25. Demonstrates knowledge of the characteristics of living things
19b. Demonstrates understanding that living things change	25. 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	26. Demonstrates knowledge of the physical properties of objects and materials
20b. Explores motion	26. Demonstrates knowledge of the physical properties of objects and materials
20c. Explores physical change of materials	26. 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	27. Demonstrates knowledge of Earth’s environment 32. Demonstrates simple geographic knowledge
21b. Describes basic weather phenomena	27. Demonstrates knowledge of Earth’s environment
21c. Identifies the sun, moon, and stars	27. Demonstrates knowledge of Earth’s environment
21d. Distinguishes various types of surface materials (soil, sand, and rocks)	27. Demonstrates knowledge of Earth’s environment
21e. Explores the relationships between people and their environments	27. Demonstrates knowledge of Earth’s environment
22. Demonstrates scientific thinking	
Inquiry and Design Practices	
22a. Observes, explores, and manipulates materials and objects	24. Uses scientific inquiry skills
22b. Makes predictions and tests ideas	24. Uses scientific inquiry skills
22c. Communicates with others about discoveries	24. Uses scientific inquiry skills
22d. Represents scientific thinking and knowledge by drawing, dramatizing, and making models	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 24. Uses scientific inquiry skills
Social Studies	
Infants	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live
Toddlers	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live

Twos	
23. Demonstrates understanding of people and how they live	30. Shows basic understanding of people and how they live
Preschool	
23. Demonstrates understanding of people and how they live	30. 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	29. Demonstrates knowledge about self
23b. Identifies some similarities and differences in physical and personal characteristics	30. 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	30. Shows basic understanding of people and how they live
23d. Identifies various means of transportation	30. Shows basic understanding of people and how they live
23e. Participates in the creation of classroom community	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
Change Related to Familiar People and Places	
23f. Demonstrates understanding that people and places change over time	31. Explores change related to familiar people or places
23g. Use words to describe time	31. Explores change related to familiar people or places
23h. Describes the basic features and relative locations of familiar places in the community	32. Demonstrates simple geographic knowledge

The Arts	
Infants	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts
Toddlers	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts
Twos	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. Explores the visual arts

Preschool	
24. Engages in music, movement, and drama activities	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
25. Explores the visual arts	33. 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	34. Explores musical concepts and expression 35. Explores dance and movement concepts 36. Explores drama through actions and language
24b. Uses instruments and voice to accompany or create music and drama	34. Explores musical concepts and expression
24c. Expresses ideas, feelings, and experiences through music, movement, and drama	34. Explores musical concepts and expression 36. 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	33. Explores the visual arts
25b. Uses a variety of materials to create products	33. Explores the visual arts
25c. Expresses experiences, ideas, and feelings through visual arts	33. Explores the visual arts

Social-Emotional Development	
Infants	
26. Expresses a variety of feelings and learns to manage them	
26a. Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1a. Manages feelings 2. Uses adult support to calm self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Reacts to others' expressions of feelings Example: Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air.	<ol style="list-style-type: none"> 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2b. Responds to emotional cues <ol style="list-style-type: none"> 2. Reacts to others' emotional expressions
28. Manages own behavior	
28a. Responds to changes in the immediate environment or adults' voices and actions	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors <ol style="list-style-type: none"> 1b. Follows limits and expectations <ol style="list-style-type: none"> 2. Responds to changes in an adult's tone of voice and expression
29. Develops positive relationships with adults	
29a. Recognizes, reacts positively to, and seeks to remain with familiar adults	<ol style="list-style-type: none"> 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2a. Forms relationships with adults <ol style="list-style-type: none"> 2. Demonstrates a secure attachment to one or more adults
30. Engages and plays with peers	
30a. Watches and attempts to engage other children socially	<ol style="list-style-type: none"> 2. Establishes and sustains positive relationships <ol style="list-style-type: none"> 2c. Interacts with peers <ol style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions

31. Resolves conflicts with others	
31a. Emerging	
Toddlers	
26. Expresses a variety of feelings and learns to manage them	
26a. Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Acts in response to others’ demonstration of feelings, often with support of trusted adult	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Seeks out special person or object to help manage behavior; wants to do things for self	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
29. Develops positive relationships with adults	
29a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
30. Engages and plays with peers	
30a. Plays near another child, briefly engaging socially	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
31. Resolves conflicts with others	
31a. Reacts by expressing feelings about situations where there is conflict	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict

Twos	
26. Expresses a variety of feelings and learns to manage them	
26a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1a. Manages feelings <ul style="list-style-type: none"> 3 emerging to 4. Comforts self by seeking out special object or person 29. Demonstrates knowledge about self
27. Recognizes the feelings and rights of others, and responds appropriately	
27a. Reacts constructively in response to other’s demonstration of feelings	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations <ul style="list-style-type: none"> 3 emerging to 4. Accepts redirection from adults 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 3 emerging to 4. Seeks to do things for self
29. Develops positive relationships with adults	
29a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world
30. Engages and plays with peers	
30a. Interacts with children who are engaged with similar materials and activities	<ul style="list-style-type: none"> 2. Establishes and sustains positive relationships <ul style="list-style-type: none"> 2c. Interacts with peers <ul style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions

31. Resolves conflicts with others	
31a. Seeks adults' help to solve social problems	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
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	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. 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	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
28. Manages own behavior	
28a. Follows classroom rules and routines (including new ones) with occasional reminders	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. 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	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. 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	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups

31. Resolves conflicts with others	
31a. Asks adults for help and sometimes suggests ways to solve social problems	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. 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	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
26b. Demonstrates confidence in meeting own needs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. 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	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
28. Manages own behavior	
Emotions and Behaviors	
28a. Follows limits and expectations	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. 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	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. 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	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
31. Resolves conflicts with others	
Positive Relationships	
31a. Suggests ways to resolve social conflicts	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Physical Development/Health and Safety	
Infants	
32. Demonstrates strength and coordination of large muscles	
32a. Uses arms, legs, and whole body to move	4. Demonstrates traveling skills 2. Moves to explore immediate environment
33. Demonstrates strength and coordination of small muscles	
33a. Uses whole hand and fingers (all together, raking, and then using thumb and index finger) to touch, hold, and pick up objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Begins to participate in meeting own needs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
34c. Emerging	
Toddlers	
32. Demonstrates strength and coordination of large muscles	
32a. Moves in a variety of ways and directions	4. Demonstrates traveling skills 4. Experiments with different ways of moving
33. Demonstrates strength and coordination of small muscles	
33a. Attempts activities that require two hands; uses fingers and whole-arm movements to place and release objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Attempts basic feeding, dressing, and hygiene tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
34c. Emerging	

Twos	
32. Demonstrates strength and coordination of large muscles	
32a. Attempts new large-muscle activities that require coordination and balance	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
33. Demonstrates strength and coordination of small muscles	
33a. Engages in activities that require eye–hand coordination; uses wrist and finger movements to manipulate objects	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
34. Demonstrates behaviors that promote health and safety	
34a. Emerging	
34b. Perform some simple feeding, dressing, and hygiene tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
34c. Emerging	
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.	6. Demonstrates gross-motor manipulative skills 6. 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	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
34. Demonstrates behaviors that promote health and safety	
34a. Follows familiar health and safety rules with occasional reminders	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

34b. Performs basic self-help tasks with assistance	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. 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	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
32b. Demonstrates balancing skills by hopping and jumping in place	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
32c. Demonstrates ball-handling skills, using a full range of motion	6. Demonstrates gross-motor manipulative skills 6. 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	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
33b. Uses writing and drawing tools to perform particular tasks	28. 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>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
34b. Performs self-help tasks with minimal assistance	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs</p>
34c. Begins to understand the foods have different nutritional values	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>