



Alignment of



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

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WITH

**Alignment of the Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten  
With  
Illinois Early Learning and Development Standards for Preschool**

This document aligns the content in the *Illinois Early Learning and Development Standards for Preschool* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

**References**

Illinois State Board of Education. (2013). *Illinois early learning and development standard for preschool*. Springfield, IL: Author. Retrieved from [http://www.isbe.net/earlychi/pdf/early\\_learning\\_standards.pdf](http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf)

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| <b>Language Arts</b>   |   |
| <b>Preschool</b>   |   |
| <b>Goal 1 Demonstrate increasing competence in oral communication (listening and speaking).</b>  |   |
| <b>Learning Standard 1.A Demonstrate understanding through age-appropriate responses.</b>  |   |
| 1.A.ECa. Follow simple one-, two- and three- step directions.  | 8. Listens to and understands increasingly complex language<br>8b. Follows directions<br>6. Follows directions of two or more steps that relate to familiar objects and experiences               |
| 1.A.ECb. Respond appropriately to questions from others.   | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories         |
| 1.A.ECc. Provide comments relevant to the context.   | 10. Uses appropriate conversational and other communication skills<br>10b. Uses social rules of language<br>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| 1.A.ECd. Identify emotions from facial expressions and body language.  | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>6. Identifies basic emotional reactions of others and their causes accurately                             |
| <b>Learning Standard 1.B Communicate effectively using language appropriate to the situation and audience.</b>   |   |
| 1.B.ECa. Use language for a variety of purposes.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items  |
| 1.B.ECb. With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts. | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)        |

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| <p>1.B.ECc. Continue a conversation through two or more exchanges.</p>  | <p>10. Uses appropriate conversational and other communication skills<br/>                 10a. Engages in conversations<br/>                 5 emerging to 6. Engages in conversations of at least three exchanges</p>                                 |
| <p>1.B.ECd. Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p>             | <p>10. Uses appropriate conversational and other communication skills<br/>                 10b. Uses social rules of language<br/>                 6. Uses acceptable language and social rules while communicating with others; may need reminders</p> |
| <p><b>Learning Standard 1.C Use language to convey information and ideas.</b></p>   |   |
| <p>1.C.ECa. Describe familiar people, places, things, and events and, with teacher assistance, provide additional detail.</p>         | <p>9. Uses language to express thoughts and needs<br/>                 9a. Uses an expanding expressive vocabulary<br/>                 6. Describes and tells the use of many familiar items</p>   |
| <p><b>Learning Standard 1.D Speak using conventions of Standard English.</b></p>  |   |
| <p>1.D.ECa. With teacher assistance, use complete sentences in speaking with peers and adults in individual and group situations.</p> | <p>9. Uses language to express thoughts and needs<br/>                 9c. Uses conventional grammar<br/>                 5 emerging to 6. Uses complete, four- to six-word sentences</p>   |
| <p>1.D.ECb. Speak using age-appropriate conventions of Standard English grammar and usage.</p>  | <p>9. Uses language to express thoughts and needs<br/>                 9c. Uses conventional grammar<br/>                 6. Uses complete, four- to six-word sentences</p>   |
| <p>1.D.ECc. Understand and use question words in speaking.</p>  | <p>9. Uses language to express thoughts and needs<br/>                 9a. Uses an expanding expressive vocabulary<br/>                 6. Describes and tells the use of many familiar items</p>   |
| <p><b>Learning Standard 1.E Use increasingly complex phrases, sentences and vocabulary.</b></p>                                       |   |
| <p>1.E.ECa. With teacher assistance, begin to use compound and complex sentences.</p>   | <p>9. Uses language to express thoughts and needs<br/>                 9c. Uses conventional grammar<br/>                 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>  |
| <p>1.E.ECb. Exhibit curiosity and interest in learning new words heard in conversations and books.</p>                                | <p>11. Demonstrates positive approaches to learning<br/>                 11d. Shows curiosity and motivation<br/>                 6. Shows eagerness to learn about a variety of topics and ideas</p>   |

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| 1.E.ECc. With teacher assistance use new words acquired through conversations and book-sharing experiences.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>5 emerging to 6. Describes and tells the use of many familiar items  |
| 1.E.ECd. With teacher assistance, explore word relationships to understand the concepts represented by common categories of words (e.g., food, clothing, vehicles, etc.). | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations  |
| 5.E.ECe. With teacher assistance, use adjectives to describe people, places, and things.  | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items  |
| <b>Goal 2 Demonstrate understanding and enjoyment of literature.</b>  |   |
| <b>Learning Standard 2.A Demonstrate interest in stories and books.</b>   |   |
| 2.A.ECa. Engage in book sharing experiences with purpose and understanding.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| 2.A.ECb. Look at books independently, pretending to read.   | 18. Comprehends and responds to books and other texts<br>18b. Uses emergent reading skills<br>4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult |
| <b>Learning Standard 2.B Recognize key ideas and details in stories.</b>  |   |
| 2.B.ECa. With teacher assistance, ask and answer questions about books read aloud.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>3 emerging to 4. Asks and answers questions about the text; refers to pictures   |
| 2B.ECb. With teacher assistance, retell familiar stories with three or more key events.   | 18. Comprehends and responds to books and other texts<br>18c. Retells stories<br>5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters  |
| 2.B.ECc. With teacher assistance, identify main character(s) of the story.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult                             |

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| <b>Learning Standard 2.C Recognize concepts of books.</b>   |   |
| 2.C.ECa. Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).                              | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>8. Uses various types of books for their intended purposes   |
| 2C.ECb. Identify the front and back covers of books and display correct orientation of books and page-turning skills.     | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers                           |
| 2.C.ECc.. With teacher assistance, describe the role of an author and illustrator.  | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors                                    |
| <b>Learning Standard 2.D Establish personal connections with books.</b>   |   |
| 2.D.ECa. With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story. | 12. Remembers and connects experiences<br>12b. Makes connections<br>5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation  |
| 2.D.ECb. With teacher assistance, compare and contrast two stories relating to the same topic.                            | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| <b>Goal 3 Demonstrate interest in and understanding of informational text.</b>  |   |
| <b>Learning Standard 3.A Recognize key ideas and details in nonfiction text.</b>  |   |
| 3.A.ECa. With teacher assistance, ask and answer questions about details in a nonfiction book.                            | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>3 emerging to 4. Asks and answers questions about the text; refers to pictures                                       |
| 3.A.ECb. With teacher assistance, retell detail(s) about main topic in a nonfiction book.                                 | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>3 emerging to 4. Asks and answers questions about the text; refers to pictures                                       |

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| <p><b>Learning Standard 3.B. Recognize features of nonfiction books.</b></p>   |  |
| <p>3.B.ECa. With teacher assistance, identify basic similarities and differences in pictures and information found in two texts on the same topic.</p> | <p>18. Comprehends and responds to books and other texts<br/>                     18a. Interacts during read-alouds and book conversations<br/>                     3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>     |
| <p><b>Goal 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</b></p>                                      |  |
| <p><b>Learning Standard 4.A Demonstrate understanding of the organization and basic features of print.</b></p>   |  |
| <p>4.A.ECa. Recognize the difference between print and pictures.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>                     17b. Uses print concepts<br/>                     6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |
| <p>4.A.ECb. Begin to follow words from left to right, top to bottom, and page by page.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>                     17b. Uses print concepts<br/>                     3 emerging to 4. Indicates where to start reading and the direction to follow</p>   |
| <p>4.A.ECc. Recognize the one-to-one relationship between spoken and written words.</p>  | <p>16. Demonstrates knowledge of the alphabet<br/>                     16b. Uses letter–sound knowledge<br/>                     6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>                              |
| <p>4.A.ECd. Understand that words are separated by spaces in print.</p>  | <p>17. Demonstrates knowledge of print and its uses<br/>                     17b. Uses print concepts<br/>                     6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |
| <p>4.A.ECe. Recognize that letters are grouped to form words.</p>  | <p>17. Demonstrates knowledge of print and its uses<br/>                     17b. Uses print concepts<br/>                     6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |
| <p>4.A.ECf. Differentiate letters from numerals.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>                     17b. Uses print concepts<br/>                     6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |

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| <p><b>Learning Standard 4.B Demonstrate an emerging understanding of the alphabet.</b></p>                                  |  |
| <p>4.B.ECa. With teacher assistance, recite the alphabet.</p>   | <p>9. Uses language to express thoughts and needs<br/>           9a. Uses an expanding expressive vocabulary<br/>           6. Describes and tells the use of many familiar items</p>  |
| <p>4.B.ECb. Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.</p>              | <p>16. Demonstrates knowledge of the alphabet<br/>           16a. Identifies and names letters<br/>           4. Recognizes as many as 10 letters, especially those in own name</p>  |
| <p>4.B.ECc. With teacher assistance, match some upper/lower-case letters of the alphabet.</p>                               | <p>16. Demonstrates knowledge of the alphabet<br/>           16a. Identifies and names letters<br/>           5 emerging to 6. Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order</p>        |
| <p>4.B.ECd. With teacher assistance, begin to form some letters of the alphabet, especially those in own name.</p>          | <p>19. Demonstrates emergent writing skills<br/>           19b. Writes to convey meaning<br/>           3 emerging to 4. Letter strings</p>  |
| <p><b>Learning Standard 4.C Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</b></p> |  |
| <p>4.C.ECa. Recognize that sentences are made up of separate words.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>           17b. Uses print concepts<br/>           6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> |
| <p>4.C.ECb. With teacher assistance, recognize and match words that rhyme.</p>  | <p>15. Demonstrates phonological awareness<br/>           15a. Notices and discriminates rhyme<br/>           5 emerging to 6. Decides whether two words rhyme</p>   |
| <p>4.C.ECc. Demonstrate ability to segment and blend syllables in words (e.g., “trac/tor, tractor”).</p>                    | <p>15. Demonstrates phonological awareness<br/>           15c. Notices and discriminates smaller and smaller units of sound<br/>           4. Hears and shows awareness of separate syllables in words</p>                             |
| <p>4.C.ECd. With teacher assistance, isolate and pronounce the initial sounds in words.</p>                                 | <p>15. Demonstrates phonological awareness<br/>           15b. Notices and discriminates alliteration<br/>           7 emerging to 8. Isolates and identifies the beginning sound of a word</p>  |



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| <p>4.C.ECe. With teacher assistance, blend sounds (phonemes) in one-syllable words (e.g., /c/ /a/ /t/ = cat).</p>            | <p>15. Demonstrates phonological awareness<br/>15c. Notices and discriminates smaller and smaller units of sound<br/>7 emerging to 8. Verbally separates and blends individual phonemes in words</p>                          |
| <p>4.C.ECf. With teacher assistance, begin to segment sounds (phonemes) in one-syllable words (e.g., cat = /c/ /a/ /t/).</p> | <p>15. Demonstrates phonological awareness<br/>15c. Notices and discriminates smaller and smaller units of sound<br/>7 emerging to 8. Verbally separates and blends individual phonemes in words</p>                          |
| <p>4.C.ECg. With teacher assistance, begin to manipulate sounds (phonemes) in words (e.g., changing cat to hat to mat).</p>  | <p>15. Demonstrates phonological awareness<br/>15c. Notices and discriminates smaller and smaller units of sound<br/>7 emerging to 8. Verbally separates and blends individual phonemes in words</p>                          |
| <p><b>Learning Standard 4.D Demonstrate emergent phonics and word analysis skills.</b></p>                                   |   |
| <p>4.D.ECa. Recognize own name and common signs and labels in the environment.</p>   | <p>17. Demonstrates knowledge of print and its uses<br/>17b. Uses print concepts<br/>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>              |
| <p>4.D.ECb. With teacher assistance, demonstrate understanding of the one-to-one correspondence of letters and sounds.</p>   | <p>15. Demonstrates phonological awareness<br/>15c. Notices and discriminates smaller and smaller units of sound<br/>5 emerging to 6. Verbally separates and blends onset and rime</p>  |
| <p>4.D.ECc. With teacher assistance, begin to use knowledge of letters and sounds to spell words phonetically.</p>           | <p>19. Demonstrates emergent writing skills<br/>19b. Writes to convey meaning<br/>4 emerging to 5. Early invented spelling</p>  |
| <p><b>Goal 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</b></p>            |   |
| <p><b>Learning Standard 5.A Demonstrate growing interest and abilities in writing.</b></p>                                   |   |
| <p>5.A.ECa. Experiment with writing tools and materials.</p>   | <p>7. Demonstrates fine-motor strength and coordination<br/>7b. Uses writing and drawing tools<br/>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p> |

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| <p>5.A.ECb. Use scribbles, letterlike forms, or letters/words to represent written language.</p>  | <p>19. Demonstrates emergent writing skills<br/>19b. Writes to convey meaning<br/>4. Letter strings</p>  |
| <p>5.A.ECc. With teacher assistance, write own first name using appropriate upper/lower-case letters.</p>   | <p>19. Demonstrates emergent writing skills<br/>19a. Writes name<br/>5 emerging to 6. Accurate name</p>  |
| <p><b>Learning Standard 5.B Use writing to represent ideas and information.</b></p>   |  |
| <p>5.B.ECa. With teacher assistance, use a combination of drawing, dictating, or writing to express an opinion about a book or topic.</p>   | <p>14. Uses symbols and images to represent something not present<br/>14a. Thinks symbolically<br/>7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> |
| <p>5.B.ECb. With teacher assistance, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> | <p>14. Uses symbols and images to represent something not present<br/>14a. Thinks symbolically<br/>7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> |
| <p>5.B.ECc. With teacher assistance, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>   | <p>9. Uses language to express thoughts and needs<br/>9d. Tells about another time or place<br/>7 emerging to 8. Tells elaborate stories that refer to other times and places</p>                |
| <p><b>Learning Standard 5.C Use writing to research and share knowledge.</b></p>  |  |
| <p>5.C.ECa. Participate in group projects or units of study designed to learn about a topic of interest.</p>  | <p>11. Demonstrates positive approaches to learning<br/>11d. Shows curiosity and motivation<br/>8. Uses a variety of resources to find answers to questions</p>                                  |
| <p>5.C.ECb. With teacher assistance, recall factual information and share that information through drawing, dictation, or writing.</p>  | <p>12. Remembers and connects experiences<br/>12b. Makes connections<br/>5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>                    |

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| <b>Mathematics</b>   |  |
| <b>Preschool</b>   |  |
| <b>Goal 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</b>   |  |
| <b>Learning Standard 6.A Demonstrate beginning understanding of numbers, number names, and numerals.</b>   |  |
| 6.A.ECa. Count with understanding and recognize “how many” in small sets up to 5.  | 20. Uses number concepts and operations<br>20b. Quantifies<br>4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |
| 6.A.ECb. Use subitizing (the rapid and accurate judgment of how many items there are without counting) to identify the number of objects in sets of 4 or less. | 20. Uses number concepts and operations<br>20b. Quantifies<br>4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |
| 6.A.ECc. Understand and appropriately use informal and everyday terms that mean zero, such as “none” or “nothing”.   | 20. Uses number concepts and operations<br>20b. Quantifies<br>4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts |
| 6.A.ECd. Connect numbers to quantities they represent using physical models and informal representations.  | 20. Uses number concepts and operations<br>20c. Connects numerals with their quantities<br>4. Identifies numerals to 5 by name and connects each to counted objects  |
| 6.A.ECe. Differentiate numerals from letters and recognize some single-digit written numerals.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation            |
| 6.A.ECf. Verbally recite numbers from one to 10.   | 20. Uses number concepts and operations<br>20a. Counts<br>4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object  |
| 6.A.ECg. Be able to say the number after another in the series up to 9 when given a “running start”, as in “What comes after one, two, three, four...?”.       | 20. Uses number concepts and operations<br>20a. Counts<br>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           |

| <b>Learning Standard 6.B Add and subtract to create new numbers and begin to construct sets.</b>          |   |
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| 6.B.ECa. Recognize that numbers (or sets of objects) can be combined or separated to make another number. | 20. Uses number concepts and operations<br>20b. Quantifies<br>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 |
| 6.B.ECb. Show understanding of how to count out and construct sets of objects of a given number up to 5.  | 20. Uses number concepts and operations<br>20b. Quantifies<br>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 |
| 6.B.ECc. Identify the new number created when small sets (up to 5) are combined or separated.             | 20. Uses number concepts and operations<br>20b. Quantifies<br>7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects              |
| 6.B.ECd. Informally solve simple mathematical problems presented in a meaningful context.                 | 20. Uses number concepts and operations<br>20b. Quantifies<br>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 |
| 6.B.ECe. Fairly share a set of up to 10 items between two children.                                       | 20. Uses number concepts and operations<br>20b. Quantifies<br>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 |

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| <p><b>Learning Standard 6.C Begin to make reasonable estimates of numbers.</b></p>  |  |
| <p>6.C.ECa. Estimate number of objects in a set.</p>  | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>                |
| <p><b>Learning Standard 6.D Compare quantities using appropriate vocabulary terms.</b></p>  |  |
| <p>6.D.ECa. Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.</p>       | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 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</p> |
| <p>6.D.ECb. Describe comparisons with appropriate vocabulary, such as “more”, “less”, “greater than”, “fewer”, “equal to” or “same as”.</p> | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 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</p> |
| <p><b>Goal 7 Explore measurement of objects and quantities.</b></p>   |  |
| <p><b>Learning Standard 7.A Measure objects and quantities using direct comparison methods and non standard units.</b></p>                  |  |
| <p>7.A.ECa. Compare, order, and describe objects according to a single attribute.</p>   | <p>22. Compares and measures<br/>                 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>7.A.ECb. Use nonstandard units to measure attributes such as length and capacity.</p>  | <p>22. Compares and measures<br/>                 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>  |
| <p>7.A.ECc. Use vocabulary that describes and compares length, height, weight, capacity and size.</p>                                       | <p>22. Compares and measures<br/>                 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>                                  |

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| 7.A.ECd. Begin to construct a sense of time through participation in daily activities.   | 22. Compares and measures<br>3 emerging to 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 |
| <b>Learning Standard 7.B Begin to make estimates of measurements.</b>  |  |
| 7.B.ECa. Practice estimating in everyday play and everyday measurement problems.   | 22. Compares and measures<br>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools   |
| <b>Learning Standard 7.C Explore tools used for measurement.</b>   |  |
| 7.C.ECa. With teacher assistance, explore use of measuring tools that use standard units to measure objects and quantities that are meaningful to the child. | 22. Compares and measures<br>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools   |
| 7.C.ECb. Know that different attributes, such as length, weight, and time are measured using different kinds of units, such as feet, pounds, and seconds.    | 22. Compares and measures<br>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools   |
| <b>Goal 8 Identify and describe common attributes, patterns, and relationships in objects.</b>   |  |
| <b>Learning Standard 8.A Explore objects and patterns.</b>   |  |
| 8.A.ECa. Sort, order, compare and describe objects according to characteristics or attribute(s).   | 22. Compares and measures<br>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               |
| 8.A.ECb. Recognize, duplicate, extend, and create simple patterns in various formats.  | 23. Demonstrates knowledge of patterns<br>6. Extends and creates simple repeating patterns   |
| <b>Learning Standard 8.B Describe and document patterns using symbols.</b>   |  |
| 8.B.ECa. With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions.                    | 23. Demonstrates knowledge of patterns<br>3 emerging to 4. Copies simple repeating patterns  |

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| <b>Goal 9 Explore concepts of geometry and spatial relations.</b>   |   |
| <b>Learning Standard 9.A Recognize, name, and match common shapes.</b>  |   |
| 9.A.ECa. Recognize and name common two- and three-dimensional shapes and describe some of their attributes (e.g., number of sides, straight or curved lines). | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation               |
| 9.A.ECb. Sort collections of two- and three-dimensional shapes by type (e.g., triangles, rectangles, circles, cubes, spheres, pyramids).                      | 13. Uses classification skills<br>4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  |
| 9.A.ECc. Identify and name some of the faces (flat sides) of common three-dimensional shapes using two-dimensional shape names.                               | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation               |
| 9.A.ECd. Combine two-dimensional shapes to create new shapes.   | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>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           |
| 9.A.ECe. Think about/imagine how altering the spatial orientation of a shape will change how it looks (e.g., turning it upside down).                         | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |
| <b>Learning Standard 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</b>                                     |   |
| 9.B.ECa. Show understanding of location and ordinal position.   | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation               |
| 9.B.ECb. Use appropriate vocabulary for identifying location and ordinal position.  | 21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation               |

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| <b>Goal 10 Begin to make predictions and collect data information.</b>   |   |
| <b>Learning Standard 10.A Generate questions and processes for answering them.</b>   |   |
| 10.A.ECa. With teacher assistance, come up with meaningful questions that can be answered through gathering information.               | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols |
| 10.A.ECb. Gather data about themselves and their surroundings to answer meaningful questions.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas                              |
| <b>Learning Standard 10.B Organize and describe data and information.</b>  |   |
| 10.B.ECa. Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.             | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>8. Represents objects, places, and ideas with increasingly abstract symbols               |
| 10.B.ECb. Make predictions about the outcome prior to collecting information, with teacher support and multiple experiences over time. | 24. Uses scientific inquiry skills  |
| <b>Learning Standard 10.C Determine, describe, and apply the probabilities of events.</b>  |   |
| 10.C.ECa. Describe likelihood of events with appropriate vocabulary, such as “possible”, “impossible”, “always” and “never”.           | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items                                  |



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| <b>Science</b>   |   |
| <b>Preschool</b>   |   |
| <b>Goal 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems.</b>                                 |   |
| <b>Learning Standard 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems and drawing conclusions.</b> |   |
| 11.A.ECa. Express wonder and curiosity about their world by asking questions, solving problems, and designing things.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>24. Uses scientific inquiry skills                              |
| 11.A.ECb. Develop and use models to represent their ideas, observations, and explanations through approaches such as drawing, building, or modeling with clay.                         | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols<br><br>24. Uses scientific inquiry skills |
| 11.A.ECc. Plan and carry out simple investigations.  | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>6. Plans and pursues a variety of appropriately challenging tasks<br><br>24. Uses scientific inquiry skills  |
| 11.A.ECd. Collect, describe, compare and record information from observations and investigations.  | 24. Uses scientific inquiry skills  |
| 11.A.ECe. Use mathematical and computational thinking.   | 24. Uses scientific inquiry skills  |

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| 11.A.ECf. Make meaning from experience and information by describing, talking, and thinking about what happened during an investigation. | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation<br><br>24. Uses scientific inquiry skills |
| 11.A.ECg. Generate explanations and communicate ideas and/or conclusions about their investigations.                                     | 24. Uses scientific inquiry skills   |
| <b>Goal 12 Explore concepts and information about the physical, earth, and life sciences.</b>  |  |
| <b>Learning Standard 12.A Understand that living things grow and change.</b>   |  |
| 12.A.ECa. Observe, investigate, describe, and categorize living things.  | 25. Demonstrates knowledge of the characteristics of living things   |
| 12.A.ECb. Show an awareness of changes that occur in oneself and the environment.  | 27. Demonstrates knowledge of Earth’s environment  |
| <b>Learning Standard 12.B Understand that living things rely on the environment and/or others to live and grow.</b>                      |  |
| 12.B.ECa. Describe and compare basic needs of living things.   | 25. Demonstrates knowledge of the characteristics of living things   |
| 12.B.ECb. Show respect for living things.  | 27. Demonstrates knowledge of Earth’s environment  |
| <b>Learning Standard 12.C Explore the physical properties of objects.</b>  |  |
| 12.C.ECa. Identify, describe, and compare the physical properties of objects.  | 26. Demonstrates knowledge of the physical properties of objects and materials   |
| 12.C.ECb. Experiment with changes in matter when combined with other substances.   | 26. Demonstrates knowledge of the physical properties of objects and materials   |
| <b>Learning Standard 12.D Explore concepts of force and motion.</b>  |  |
| 12.D.ECa. Describe the effects of forces in nature.  | 26. Demonstrates knowledge of the physical properties of objects and materials   |
| 12.D.ECb. Explore the effect of force on objects in and outside the early childhood environment.   | 26. Demonstrates knowledge of the physical properties of objects and materials   |

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| <b>Learning Standard 12.E Explore concepts and information related to the Earth, including ways to take care of our planet.</b>             |   |
| 12.E.ECa. Observe and describe characteristics of earth, water, and air.  | 27. Demonstrates knowledge of Earth’s environment   |
| 12.E.ECb. Participate in discussions about simple ways to take care of the environment.   | 27. Demonstrates knowledge of Earth’s environment   |
| <b>Learning Standard 12.F Explore changes related to the weather and seasons.</b>   |   |
| 12.F.ECa. Observe and discuss changes in weather and seasons using common vocabulary.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items            |
| <b>Goal 13 Understand important connections and understanding in science and engineering.</b>   |   |
| <b>Learning Standard 13.A Understand rules to follow when investigating and exploring.</b>  |   |
| 13.A.ECa. Begin to understand basic safety practices one must follow when exploring and engaging in science and engineering investigations. | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders |
| <b>Learning Standard 13.B Use tools and technology to assist with science and engineering investigations.</b>                               |   |
| 13.B.ECa. Use nonstandard and standard scientific tools for investigation.  | 28. Uses tools and other technology to perform tasks  |
| 13.B.ECb. Become familiar with technological tools that can aid in scientific inquiry.  | 28. Uses tools and other technology to perform tasks  |

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| <b>Social Studies</b>  |   |
| <b>Preschool</b>   |   |
| <b>Goal 14 Understand some concepts related to citizenship.</b>  |   |
| <b>Learning Standard 14.A Understand what it means to be a member of a group and community.</b>                      |   |
| 14.A.ECa. Recognize the reasons for rules in the home and early childhood environment and for laws in the community. | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders                               |
| 14.A.ECb. Contribute to the well-being of one’s early childhood environment, school, and community.                  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors |
| <b>Learning Standard 14.C Understand ways groups make choices and decisions.</b>                                     |   |
| 14.C.ECa. Participate in voting as a way of making choices.  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors |
| <b>Learning Standard 14.D Understand the role that individuals can play in a group or community.</b>                 |   |
| 14.D.ECa. Develop an awareness of what it means to be a leader.  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors |
| 14.D.ECb. Participate in a variety of roles in the early childhood environment.                                      | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors |

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| <b>Goal 15 Explore economic systems and human interdependence.</b>  |   |
| <b>Learning Standard 15.A Explore roles in the economic system and workforce.</b>                               |   |
| 15.A.ECa. Describe some common jobs and what is needed to perform those jobs.                                   | 30. Shows basic understanding of people and how they live   |
| 15.A.ECb. Discuss why people work.  | 30. Shows basic understanding of people and how they live   |
| <b>Learning Standard 15.B Explore issues of limited resources in the early childhood environment and world.</b> |   |
| 15.B.ECa. Understand that some resources and money are limited.   | 30. Shows basic understanding of people and how they live   |
| <b>Learning Standard 15.D Explore concepts about trade as an exchange of goods or services.</b>                 |   |
| 15.D.ECa. Begin to understand the use of trade or money to obtain goods and services.                           | 30. Shows basic understanding of people and how they live   |
| <b>Goal 16 Develop an awareness of the self and his or her uniqueness and individuality.</b>                    |   |
| <b>Learning Standard 16.A Explore his or her self and personal history.</b>                                     |   |
| 16.A.ECa. Recall information about the immediate past.  | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view |
| 16.A.ECb. Develop a basic awareness of self as an individual.   | 29. Demonstrates knowledge about self   |

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| <b>Goal 17. Explore geography, the child’s environment, and where people live, work, and play.</b> |   |
| <b>Learning Standard 17.A Explore environments and where people live.</b>                          |   |
| 17.A.ECa. Locate objects and places in familiar environments.                                      | 32. Demonstrates simple geographic knowledge              |
| 17.A.ECb. Express beginning geographic thinking.   | 32. Demonstrates simple geographic knowledge              |
| <b>Goal 18 Explore people and families.</b>  |   |
| <b>Learning Standard 18.A Explore people, their similarities, and their differences.</b>           |   |
| 18.A.ECa. Recognize similarities and differences in people.  | 30. Shows basic understanding of people and how they live |
| <b>Learning Standard 18.B Develop an awareness of self within the context of family.</b>           |   |
| 18.B.ECa. Understand that each of us belongs to a family and recognize that families vary.         | 29. Demonstrates knowledge about self                     |

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| <b>Physical Development and Health</b>  |   |
| <b>Preschool</b>  |   |
| <b>Goal 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.</b> |   |
| <b>Learning Standard 19.A Demonstrate physical competency and control of large and small muscles.</b>   |   |
| 19.A.ECa. Engage in active play using gross- and fine- motor skills.  | 4. Demonstrates traveling skills<br>6. Moves purposefully from place to place with control  |
| 19.A.ECb. Move with balance and control in a range of physical activities.  | 5. Demonstrates balancing skills<br>6. Sustains balance during simple movement experiences  |
| 19.A.ECc. Use strength and control to accomplish tasks.   | 4. Demonstrates traveling skills<br>6. Moves purposefully from place to place with control<br><br>5. Demonstrates balancing skills<br>6. Sustains balance during simple movement experiences<br><br>6. Demonstrates gross-motor manipulative skills<br>6. Manipulates balls or similar objects with flexible body movements |
| 19.A.ECd. Use eye-hand coordination to perform tasks.   | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>6. Uses refined wrist and finger movements  |
| 19.A.ECe. Use writing and drawing tools with some control.  | 7. Demonstrates fine-motor strength and coordination<br>7b. Uses writing and drawing tools<br>4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks  |

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| <b>Learning Standard 19.B Demonstrate awareness and coordination of body movements.</b>               |   |
| 19.B.ECa. Coordinate movements to perform complex tasks.  | 4. Demonstrates traveling skills<br>8. Coordinates complex movements in play and games  |
| 19.B.ECb. Demonstrate body awareness when moving in different spaces.                                 | 29. Demonstrates knowledge about self   |
| 19.B.ECc. Combine large motor movements with and without the use of equipment.                        | 4. Demonstrates traveling skills<br>8. Coordinates complex movements in play and games  |
| <b>Learning Standard 19.C Demonstrate knowledge of rules and safety during activity.</b>              |   |
| 19.C.ECa. Follow simple safety rules while participating in activities.                               | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders |
| <b>Goal 20 Develop habits for life-long fitness.</b>  |   |
| <b>Learning Standard 20.A Achieve and maintain a health-enhancing level of physical fitness.</b>      |   |
| 20.A.ECa. Participate in activities to enhance physical fitness.                                      | 4. Demonstrates traveling skills<br>6. Moves purposefully from place to place with control  |
| 20.A.ECb. Exhibit increased levels of physical activity.  | 4. Demonstrates traveling skills<br>6. Moves purposefully from place to place with control  |
| <b>Goal 21 Develop team-building skills by working with others through physical activity.</b>         |   |
| <b>Learning Standard 21.A Demonstrate individual responsibility during group physical activities.</b> |   |
| 21.A.ECa. Follow rules and procedures when participating in group physical activities.                | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders |
| 21.A.ECb. Follow directions, with occasional adult reminders, during group activities.                | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders |



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| <b>Learning Standard 21.B Demonstrate cooperative skills during structured group physical activity.</b>                            |   |
| 21.B.ECa. Demonstrate ability to cooperate with others during group physical activities.   | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors |
| <b>Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.</b>                   |   |
| <b>Learning Standard 22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.</b>         |   |
| 22.A.ECa. Identify simple practices that promote healthy living and prevent illness.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being  |
| 22.A.ECb. Demonstrate personal care and hygiene skills, with adult reminders.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>5 emerging to 6. Demonstrates confidence in meeting own needs   |
| 22.A.ECc. Identify and follow basic safety rules.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs   |
| <b>Goal 23 Understand human body systems and factors that influence growth and development.</b>                                    |   |
| <b>Learning Standard 23.A Describe and explain the structure and functions of the human body systems and how they interrelate.</b> |   |
| 23.A.ECa. Identify body parts and their functions.   | 29. Demonstrates knowledge about self   |
| <b>Learning Standard 23.B Identify ways to keep the body healthy.</b>  |   |
| 23.B.ECa. Identify examples of healthy habits.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being  |
| 23.B.ECb. Identify healthy and nonhealthy foods and explain the effect of these foods on the body.                                 | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being  |

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| <b>Goal 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b> |   |
| <b>Learning Standard 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</b>               |   |
| 24.C.ECa. Participate in activities to learn to avoid dangerous situations.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs |
| <b>The Arts</b>   |   |
| <b>Preschool</b>  |   |
| <b>Goal 25 Gain exposure to and explore the arts.</b>   |   |
| <b>Learning Standard 25.A Investigate, begin to appreciate, and participate in the arts.</b>                                    |   |
| 25.A.ECa. Movement and Dance: Build awareness of, explore, and participate in dance and creative movement activities.           | 35. Explores dance and movement concepts  |
| 25.A.ECb. Drama: Begin to appreciate and participate in dramatic activities.  | 36. Explores drama through actions and language   |
| 25.A.ECc. Music: Begin to appreciate and participate in music activities.   | 34. Explores musical concepts and expression  |
| 25.A.ECd. Visual Arts: Investigate and participate in activities using visual arts materials.                                   | 33. Explores the visual arts  |
| <b>Learning Standard 25.B Display an awareness of some distinct characteristics of the arts.</b>                                |   |
| 26.B.ECa. Describe or respond to their creative work or the creative work of others.  | 33. Explores the visual arts  |
| <b>Goal 26 Understand that the arts can be used to communicate ideas and emotions.</b>  |   |
| <b>Learning Standard 26.B Understand ways to express meaning through the arts.</b>  |   |
| 26.B.ECa. Use creative arts as an avenue for self-expression.   | 33. Explores the visual arts  |

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| <b>English Language Learner Home Language Development</b>   |   |
| <b>Preschool</b>  |   |
| <b>Goal 28 Use the home language to communicate within and beyond the classroom.</b>  |   |
| <b>Learning Standard 28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.</b>  |   |
| 28.A.ECa. May demonstrate progress and mastery of benchmarks through home language.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items                    |
| 28.A.ECb. Use home language in family, community, and early childhood settings.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items                    |
| 28.A.ECc. Develop an awareness of the different contextual and cultural features in the early childhood and community settings the child participates in.                       | 30. Shows basic understanding of people and how they live   |
| <b>Goal 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas.</b>   |   |
| <b>Learning Standard 29.A Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</b> |   |
| 29.A.ECa. Use home cultural and linguistic knowledge to express current understandings and construct new concepts.  | 30. Shows basic understanding of people and how they live   |
| 29.A.ECb. With adult support, begin to bridge home language and English to demonstrate progress in meeting IELDS.   | 38. Demonstrates progress in speaking English<br>5 emerging to 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase |
| 29.A.ECc. Exhibit foundational literacy skills in home language to foster transfer to English.  | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>4. Identifies familiar people, animals, and objects when prompted              |

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| <b>Social/Emotional Development</b>  |   |
| <b>Preschool</b>   |   |
| <b>Goal 30 Develop self-management skills to achieve school and life success and develop positive relationships with others.</b> |   |
| <b>Learning Standard 30.A Identify and manage one’s emotions and behavior.</b>   |   |
| 30.A.ECa. Recognize and label basic emotions.  | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>4. Names familiar people, animals, and objects                                 |
| 30.A.ECb. Use appropriate communication skills when expressing needs, wants, and feelings.                                       | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs   |
| 30.A.ECc. Express feelings that are appropriate to the situation.  | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>6. Is able to look at a situation differently or delay gratification   |
| 30.A.ECd. Begin to understand and follow rules.  | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders |
| 30.A.ECe. Use materials with purpose, safety, and respect.   | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders               |
| 30.A.ECf. Begin to understand the consequences of his or her behavior.   | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders |

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| <b>Learning Standard 30.B Recognize own uniqueness and personal qualities.</b>                                 |  |
| 30.B.ECa. Describe self using several basic characteristics.   | 29. Demonstrates knowledge about self  |
| <b>Learning Standard 30.C Demonstrate skills related to successful personal and school outcomes.</b>           |  |
| 30.C.ECa. Exhibit eagerness and curiosity as a learner.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas   |
| 30.C.ECb. Demonstrate persistence and creativity in seeking solutions to problems.                             | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>6. Plans and pursues a variety of appropriately challenging tasks   |
| 30.C.ECc. Show some initiative, self-direction, and independence in actions.                                   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>5 emerging to 6. Demonstrates confidence in meeting own needs  |
| 30.C.ECd. Demonstrate engagement and sustained attention in activities.  | 11. Demonstrates positive approaches to learning<br>11a. Attends and engages<br>5 emerging to 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions |
| <b>Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b> |  |
| <b>Learning Standard 31.A Develop positive relationships with peers and adults.</b>                            |  |
| 31.A.ECa. Show empathy, sympathy, and caring for others.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>7 emerging to 8. Recognizes that others' feelings about a situation might be different from his or her own   |
| 31.A.ECb. Recognize the feelings and perspectives of others.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>6. Identifies basic emotional reactions of others and their causes accurately                                |
| 31.A.ECc. Interact easily with familiar adults.  | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>6. Manages separations without distress and engages with trusted adults                                 |

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| 31.A.ECd. Demonstrate attachment to familiar adults.  | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>6. Manages separations without distress and engages with trusted adults  |
| 31.A.ECe. Develop positive relationships with peers.  | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children                      |
| <b>Learning Standard 31.B Use communication and social skills to interact effectively with others.</b>                            |   |
| 31.B.ECa. Interact verbally and nonverbally with other children.  | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>4. Uses successful strategies for entering groups   |
| 31.B.ECb. Engage in cooperative group play.   | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children                      |
| 31.B.ECc. Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.                     | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors               |
| <b>Learning Standard 31.C Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.</b> |   |
| 31.C.ECa. Begin to share materials and experiences and take turns.  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors |
| 31.C.ECb. Solve simple conflicts with peers with independence, using gestures or words.   | 3. Participates cooperatively and constructively in group situations<br>3b. Solves social problems<br>5 emerging to 6. Suggests solutions to social problems  |
| 31.C.ECc. Seek adult help when needed to resolve conflict.  | 3. Participates cooperatively and constructively in group situations<br>3b. Solves social problems<br>4. Seeks adult help to resolve social problems  |

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| <p><b>Goal 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</b></p>              |   |
| <p><b>Learning Standard 32.A Begin to consider ethical, safety and societal factors in making decisions.</b></p>                 |   |
| <p>32.A.ECa. Participate in discussions about why rules exist.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1b. Follows limits and expectations<br/>                     6. Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| <p>32.A.ECb. Follow rules and make good choices about behavior.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1b. Follows limits and expectations<br/>                     6. Manages classroom rules, routines, and transitions with occasional reminders</p>  |
| <p><b>Learning Standard 32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</b></p> |   |
| <p>32.B.ECa. Participate in discussions about finding alternative solutions to problems.</p>                                     | <p>3. Participates cooperatively and constructively in group situations<br/>                     3b. Solves social problems<br/>                     6. Suggests solutions to social problems</p> <p>11. Demonstrates positive approaches to learning<br/>                     11c. Solves problems<br/>                     5 emerging to 6. Solves problems without having to try every possibility</p> |