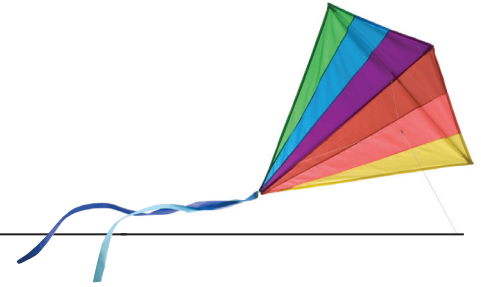




Alignment of



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
*Louisiana Grade Level Expectations***

This document aligns the content in the *Louisiana Grade Level Expectations* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*® assessment system.

References

Louisiana Grade Level Expectations content was obtained from <http://www.louisianabelieves.com/resources/library/academic-standards>

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

English Language Arts	
Prekindergarten	
Reading and Responding	
1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	
1. Demonstrate understanding of phonological awareness by doing the following:	
manipulating endings of words and nonsense words to make rhyming sounds	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
manipulating syllables in spoken words (segment/blend)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
identifying and manipulating onset and rhyme in words with three sounds (onset of the word cake is /k/ and the rhyme of the word cake is /-ake/)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
repeating each word in a simple sentence	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences
2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
3. Demonstrate understanding of alphabetic principle by doing the following:	
identifying own first name in print	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

identifying at least eight uppercase or lowercase letters, focusing on those in the student's name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name
4. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. Demonstrate understanding of book and print concepts by doing the following:	
recognizing that a book has a cover and identifying the cover and title of a book	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
holding a book right side up	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
differentiating between an illustration and printed text	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
recognizing that print is read left-to-right and top-to-bottom	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
6. Relate pictures to characters	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
7. Role-play using different voices to represent characters in familiar stories	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

8. Listen to a story and state orally what the story is about	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
9. Answer simple questions about a story read	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
10. Share related life experiences after stories are read aloud	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
11. Orally express thoughts about characters or events in a story	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.	
12. Demonstrate understanding of texts read aloud using a variety of strategies, including:	
sequencing two or three pictures to illustrate events in a story	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
participating in a group discussion to predict what a book will be about	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
determining whether the prediction was accurate	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

13. Identify problems and solutions in stories that are read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
14. Use simple reasoning skills, including:	
determining why something happens in a story read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
asking simple questions about a story read aloud (e.g., who, where)	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
Writing	
2: Students write competently for a variety of purposes and audiences.	
15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
16. Orally generate words, ideas, and lists for group writing activities	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 0 emerging to 1. Scribbles or marks
17. Write informal notes, lists, and letters using scribble writing and/or pictures	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
18. Participate in group-shared writing activities that include rhyming and descriptive words	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

19. Scribble write or draw a picture of a life experience or response to a text read aloud	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Writing/Proofreading	
3: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	
20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms
Speaking and Listening	
4: Students demonstrate competence in speaking and listening as tools for learning and communicating.	
21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
23. Repeat an instruction given orally	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
24. Follow one- and two-step verbal and nonverbal directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
25. Retell part of a favorite story	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

26. Speak about life experiences or topics of interest	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. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	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
28. Listen and orally respond to questions about media, including music and videos	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Information Resources	
5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
30. Identify a computer mouse and its purpose (i.e., to navigate the screen)	28. Uses tools and other technology to perform tasks
31. Identify and use information that is formatted in a chart or graph, such as a daily schedule	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Prekindergarten Transition Year 2012-13	
1: Reading and Responding	
1. Demonstrate understanding of phonological awareness by doing the following:	
manipulating endings of words and nonsense words to make rhyming sounds	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously

manipulating syllables in spoken words (segment/blend)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
identifying and manipulating onset and rime in words with three sounds (onset of the word cake is /k/ and the rime of the word cake is /-ake/)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
repeating each word in a simple sentence	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 1 emerging to 2. Hears and shows awareness of separate words in sentences
2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
3. Demonstrate understanding of alphabetic principle by doing the following:	
identifying own first name in print	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
identifying at least eight uppercase or lowercase letters, focusing on those in the student's name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
4. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
5. Demonstrate understanding of book and print concepts by doing the following:	
recognizing that a book has a cover and identifying the cover and title of a book	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

holding a book right side up	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
differentiating between an illustration and printed text	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
recognizing that print is read left-to-right and top-to-bottom	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
6. Relate pictures to characters	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
7. Role-play using different voices to represent characters in familiar stories	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
8. Listen to a story and state orally what the story is about	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
9. Answer simple questions about a story 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
10. Share related life experiences after stories are read aloud	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
11. Orally express thoughts about characters or events in a story	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult

7: Reading and Responding	
12. Demonstrate understanding of texts read aloud using a variety of strategies, including:	
sequencing two or three pictures to illustrate events in a story	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
participating in a group discussion to predict what a book will be about	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
determining whether the prediction was accurate	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
14. Use simple reasoning skills, including:	
determining why something happens in a story read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
asking simple questions about a story read aloud (e.g., who, where)	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
2: Writing	
15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
16. Orally generate words, ideas, and lists for group writing activities	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 0 emerging to 1. Scribbles or marks

17. Write informal notes, lists, and letters using scribble writing and/or pictures	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
18. Participate in group-shared writing activities that include rhyming and descriptive words	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
19. Scribble write or draw a picture of a life experience or response to a text read aloud	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
3: Writing/Proofreading	
20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
4: Speaking and Listening	
21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
23. Repeat an instruction given orally	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
24. Follow one- and two-step verbal and nonverbal directions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
25. Retell part of a favorite story	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

26. Speak about life experiences or topics of interest	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. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	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
28. Listen and orally respond to questions about media, including music and videos	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5: Information Resources	
30. Identify a computer mouse and its purpose (i.e., to navigate the screen)	28. Uses tools and other technology to perform tasks
31. Identify and use information that is formatted in a chart or graph, such as a daily schedule	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Kindergarten	
Reading and Responding	
1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.	
1. Demonstrate understanding of phonemic awareness by doing the following:	
creating rhyming words	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word

demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
identifying when words begin with the same sound	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
listening to three sounds (phonemes) and recognizing that two are the same	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
listening to and deleting or adding a beginning, a middle, or a final sound to a word	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
orally segmenting individual sounds (phonemes) in words that have two to five sounds	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
isolating and saying the beginning and final sounds (phonemes) of a spoken word	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
clapping/tapping to match each individual syllable of a spoken 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
2. Demonstrate understanding of alphabetic principle by doing the following:	
distinguishing and naming all uppercase and lowercase letters	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
identifying own first and last name	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

3. Demonstrate understanding of phonics by doing the following:	
matching each consonant or short vowel sound to the appropriate letter	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write
decoding simple one-syllable words	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write
4. Recognize and understand words found in environmental print	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
5. Read books with predictable, repetitive text and simple illustrations	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation	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
7. Demonstrate understanding of book and print concepts by doing the following:	
locating front and back covers, title pages, and inside pages of a book	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
identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of 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
isolating individual words in print	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses	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
9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
10. Answer questions about the important characters, setting, and events of a story	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. Describe the connections between life experiences and texts	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
6: Students read, analyze, and respond to literature as a record of life experiences.	
12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing	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
13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.	
14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including:	
making predictions using prior knowledge and pictures	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

using at least five pictures to sequence the events of a story	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
drawing conclusions from text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
using pictures to resolve questions	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
15. Identify problems in texts and offer possible solutions	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
16. Describe the role of an author and an illustrator	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions	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
18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how)	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
Writing	
2: Students write competently for a variety of purposes and audiences.	
19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

20. Create compositions by participating in shared writing activities	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
24. Actively discuss ideas and select a focus for group stories	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
26. Use rhyme and alliteration in group-shared writing activities	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Writing/Proofreading	
3: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.	
28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

29. Print all uppercase and lowercase letters	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
31. Identify and use uppercase letters at the beginning of own first and last names	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
Speaking and Listening	
4: Students demonstrate competence in speaking and listening as tools for learning and communicating.	
33. Initiate and sustain normal conversation on a specific topic with the teacher	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
34. Express feelings, needs, and ideas in complete sentences	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
35. Give and follow one- and two-step verbal and nonverbal directions without interrupting	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
36. Relate an experience or creative story in a logical sequence	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
37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories

38. Recite short poems, rhymes, and songs	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
39. Listen to and recite short poems and stories for an audience	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days
41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Information Resources	
5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.	
42. Use a computer mouse to navigate the screen	28. Uses tools and other technology to perform tasks
43. Identify that a computer has a keyboard to enter information	28. Uses tools and other technology to perform tasks
44. Use technology to produce class work	28. Uses tools and other technology to perform tasks
45. Read and interpret a classroom schedule	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

Mathematics	
Prekindergarten	
Number and Number Relations	
1. Count by ones to 10	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
2. Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects	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
3. Identify an object's position as first or last	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
4. Identify numerals 1 to 5	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
5. Compare sets of objects using the words same/different and more/less/fewer	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
Measurement	
6. Use comparative vocabulary in measurement settings (e.g., long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller)	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
7. Use words such as day, week, month, schedule, morning, noon, night	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

Geometry	
8. Identify rectangles, squares, circles, and triangles using concrete models	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
9. Sort concrete objects by an attribute (e.g., shape, size, color)	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
10. Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind)	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
11. Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
Patterns, Relations, and Functions	
13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Prekindergarten Transition Year 2012-13	
Number and Number Relations	
1. Count by ones to 10	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
2. Count a set of 5 or fewer objects by establishing a 1-to-1 correspondence between number names and objects	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
3. Identify an object's position as first or last	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

4. Identify numerals 1 to 5	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
5. Compare sets of objects using the words same/different and more/less/fewer	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
Measurement	
6. Use comparative vocabulary in measurement settings (e.g., long/longer, short/shorter, more/less, hotter/colder, heavier/lighter, bigger/smaller)	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
7. Use words such as day, week, month, schedule, morning, noon, night	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
Geometry	
8. Identify rectangles, squares, circles, and triangles using concrete models	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
9. Sort concrete objects by an attribute (e.g., shape, size, color)	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
10. Use words that indicate direction and position of an object (e.g., up, down, over, under, above, below, beside, in, out, behind)	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
11. Recognize and manipulate an object's position in space (e.g., blocks, assembling puzzles)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

Data Analysis, Probability, and Discrete Math	
12. Arrange objects or pictures of objects to make an object or picture graph	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Patterns, Relations, and Functions	
13. Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Kindergarten	
Number and Number Relations	
1. Count by ones to 20	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
2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects	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
3. Use the ordinal numerals 1st through 10th to discuss positions in ordered lists	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
4. Identify the numerals for the numbers 0 through 20	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
5. Using a number line or chart, identify the numbers coming before/after a given number and between 2 given numbers	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

6. Identify pennies, nickels, and dimes and their values using the cent sign (¢)	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
7. Count forward and backward from a given number between 1 and 10	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
8. Compare sets containing 20 or fewer objects using the words same/different and more/less/greater/fewer	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
9. Use concrete objects to model simple real-life addition and subtraction problems	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
10. Use operational vocabulary (add, subtract, join, remove, take away, put together) to explore sets of objects	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Algebra	
11. Use the words same, different, equal, not equal, greater than, and less than while using concrete objects for comparative models	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
12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6	20. Uses number concepts and operations 20b. Quantifies 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

Measurement	
13. Use vocabulary such as: yesterday, today, tomorrow, hours, weeks, names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time	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
14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans)	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
15. Use comparative and superlative vocabulary in measurement settings (e.g., longest, shortest, most, hottest, heaviest, biggest)	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
Geometry	
16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles, rhombuses, balls, boxes, cans, cones)	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
17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color)	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above)	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
19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.)	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
20. Draw circles, squares, rectangles, and triangles	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

Data Analysis, Probability, and Discrete Math	
21. Collect and organize concrete data using tally mark charts	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
22. Collect and organize data in a simple bar graph using pictures or objects	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
23. Sort, represent, and use information in simple tables and bar/picture graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
Patterns, Relations, and Functions	
24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Science	
Prekindergarten	
Science as Inquiry	
The Abilities Necessary To Do Scientific Inquiry	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms)	27. Demonstrates knowledge of Earth's environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge	24. Uses scientific inquiry skills
3. Use the five senses to describe observations	24. Uses scientific inquiry skills
4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	24. Uses scientific inquiry skills
5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)	28. Uses tools and other technology to perform tasks
Understanding Scientific Inquiry	
8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope)	28. Uses tools and other technology to perform tasks
Physical Science	
Properties of Objects and Materials	
9. Sort objects using one characteristic	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
10. Determine whether objects float or sink through investigations	26. Demonstrates knowledge of the physical properties of objects and materials
11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors	26. Demonstrates knowledge of the physical properties of objects and materials 28. Uses tools and other technology to perform tasks
12. Determine whether one object weighs more or less than another by using a pan balance	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
13. Compare the properties of different solids and liquids through observation	26. Demonstrates knowledge of the physical properties of objects and materials
14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand)	26. Demonstrates knowledge of the physical properties of objects and materials
Position and Motion of Objects	
15. Demonstrate motion by using students' own bodies	26. Demonstrates knowledge of the physical properties of objects and materials
16. Explore the motion of objects by using balls, toy cars, or spinning tops	26. Demonstrates knowledge of the physical properties of objects and materials

Forms of Energy	
17. Identify different sounds as soft or loud	26. Demonstrates knowledge of the physical properties of objects and materials
18. Identify selected substances as hot or cold	26. Demonstrates knowledge of the physical properties of objects and materials
Life Science	
Characteristics of Organisms	
19. Identify parts of the body and how they move	25. Demonstrates knowledge of the characteristics of living things
20. Give examples of different kinds of plants and different kinds of animals	25. Demonstrates knowledge of the characteristics of living things
21. Distinguish food items from nonfood items	26. Demonstrates knowledge of the physical properties of objects and materials
Life Cycles of Organisms	
22. Learn about animals and plants through nonfiction literature	25. Demonstrates knowledge of the characteristics of living things
23. Observe and care for pets and plants	25. Demonstrates knowledge of the characteristics of living things
Organisms and Their Environments	
24. Describe plants and animals in the schoolyard or home environments	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment
Earth and Space Science	
Properties of Earth Materials	
25. Explore and describe various properties of rocks, minerals, and soils	27. Demonstrates knowledge of Earth's environment
26. Describe the weather and its daily changes	27. Demonstrates knowledge of Earth's environment
27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions	27. Demonstrates knowledge of Earth's environment
Objects in the Sky	
28. Learn about objects in the sky through nonfiction literature	27. Demonstrates knowledge of Earth's environment

Kindergarten	
Science as Inquiry	
The Abilities to Do Scientific Inquiry	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms)	27. Demonstrates knowledge of Earth's environment
2. Pose questions that can be answered by using students' own observations and scientific knowledge	24. Uses scientific inquiry skills
3. Predict and anticipate possible outcomes	24. Uses scientific inquiry skills
4. Use the five senses to describe observations	24. Uses scientific inquiry skills
5. Measure and record length and temperature in both metric system and U.S. system units	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
6. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	28. Uses tools and other technology to perform tasks
7. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
8. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
9. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)	28. Uses tools and other technology to perform tasks
Understanding Scientific Inquiry	
10. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope)	28. Uses tools and other technology to perform tasks

Physical Science	
Properties of Objects and Materials	
11. Identify objects by using the senses	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
12. Construct patterns by using color, size, and shape of objects	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
13. Sort objects based on their properties (e.g., size, weight, texture)	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
14. Determine whether objects are magnetic or nonmagnetic	26. Demonstrates knowledge of the physical properties of objects and materials
15. Create and separate mixtures (e.g., oil/water, rice/beans)	26. Demonstrates knowledge of the physical properties of objects and materials
Position and Motion of Objects	
16. Follow directions using vocabulary such as front/back, above/below, right/left, and 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)
17. Trace the motion of an object, such as a ball or toy car, as it rolls	26. Demonstrates knowledge of the physical properties of objects and materials
18. Sequence the relative order of the speed of various objects (e.g., snails, turtles, tricycles, bicycles, cars, airplanes)	26. Demonstrates knowledge of the physical properties of objects and materials
Forms of Energy	
19. Demonstrate and identify sounds as soft or loud	26. Demonstrates knowledge of the physical properties of objects and materials
20. Identify objects that give off heat, such as people, animals, and the Sun	26. Demonstrates knowledge of the physical properties of objects and materials
Life Science	
Characteristics of Organisms	
21. Record observations on the growth of plant seeds	25. Demonstrates knowledge of the characteristics of living things
22. Classify objects in a variety of settings as living (biotic) or nonliving (abiotic)	25. Demonstrates knowledge of the characteristics of living things

23. Compare the human body at various stages of development	25. Demonstrates knowledge of the characteristics of living things
24. Compare the human body with plants and animals	25. Demonstrates knowledge of the characteristics of living things
25. Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs)	25. Demonstrates knowledge of the characteristics of living things
26. Classify various foods into the major groups (e.g., bread, meat, vegetable, fruit)	25. Demonstrates knowledge of the characteristics of living things
27. Determine which foods are superior for developing a healthy body	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 25. Demonstrates knowledge of the characteristics of living things
Life Cycles of Organisms	
28. Observe life cycles and describe changes (e.g., humans, dogs, insects)	25. Demonstrates knowledge of the characteristics of living things
29. Match models of baby animals with their parents	25. Demonstrates knowledge of the characteristics of living things
Earth and Space Science	
Properties of Earth Materials	
30. Distinguish between areas of Earth covered by land and water	27. Demonstrates knowledge of Earth's environment
31. Identify the patterns in information recorded on a weather calendar	27. Demonstrates knowledge of Earth's environment
Objects in the Sky	
32. Discuss and differentiate objects seen in the day and/or night sky (e.g., clouds, Sun, stars, Moon)	27. Demonstrates knowledge of Earth's environment

Social Studies	
Prekindergarten	
Geography	
The World in Spatial Terms	
1. Identify representations of roads, bodies of water, and buildings in play activities	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 32. Demonstrates simple geographic knowledge
2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives)	32. Demonstrates simple geographic knowledge
Civics	
Roles of the Citizen	
3. Identify community workers and their jobs	30. Shows basic understanding of people and how they live
4. Discuss ways people can help each other (e.g., sharing, paying attention, taking turns)	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders 30. Shows basic understanding of people and how they live
5. Participate in patriotic activities	30. Shows basic understanding of people and how they live

Economics	
Fundamental Economic Concepts	
6. Demonstrate an awareness of the uses of money in play activities	30. Shows basic understanding of people and how they live
History	
Historical Thinking Skills	
7. Demonstrate an awareness of time by using and responding to such words as yesterday, today, and tomorrow	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
Kindergarten	
Geography	
The World in Spatial Terms	
1. Identify a map and a globe as a representation of Earth	32. Demonstrates simple geographic knowledge
2. Recognize the shape of Louisiana and the United States on maps and globes	32. Demonstrates simple geographic knowledge
3. Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as left, right, first, last, big, little	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
4. Create simple maps to identify the location of places in the home or classroom	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
Places and Regions	
5. Identify the difference between land and water and locate both on a map or globe	32. Demonstrates simple geographic knowledge
6. Describe people and places in the school and community	30. Shows basic understanding of people and how they live

Physical and Human Systems	
7. Describe the daily weather (e.g., rainy, cold)	27. Demonstrates knowledge of Earth's environment
Environment and Society	
8. Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing)	27. Demonstrates knowledge of Earth's environment
Civics	
Structure and Purposes of Government	
9. Identify home and class rules, and the persons responsible for enforcement	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
10. Identify governmental employees and their roles (e.g., postal workers, police)	30. Shows basic understanding of people and how they live
11. Identify reasons for home and classroom rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Foundations of the American Political System	
12. Identify responsibilities the student has at home and at school	29. Demonstrates knowledge about self
Roles of the Citizen	
13. Describe the student's role as a member of the family, class, and school	29. Demonstrates knowledge about self
Economics	
Fundamental Economic Concepts	
14. Identify ways people use money to purchase goods	30. Shows basic understanding of people and how they live
15. Identify work people do and the name of related jobs at home and school	30. Shows basic understanding of people and how they live
16. Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books)	30. Shows basic understanding of people and how they live

History	
Historical Thinking Skills	
17. Use words to describe the chronology of the school day (e.g., first, next, last)	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
18. Identify ways in which people are alike and different	30. Shows basic understanding of people and how they live
19. Describe personal likes and dislikes (e.g., picture journals)	29. Demonstrates knowledge about self
Louisiana and United States History	
20. Identify customs associated with national holidays	30. Shows basic understanding of people and how they live
Physical Education	
Kindergarten	
1: Demonstrates competency in many movement forms and proficiency in a few movement forms.	
1-P-1: Performs locomotor and non-locomotor skills at a basic level, progressing to simple sequences utilizing shapes, levels, directions, pathways, and ranges.	
1-P-1.1. Demonstrate an awareness of personal and general space while moving in different directions.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
1-P-1.2. Demonstrate correct form for the locomotor skills of walk, run, jump, hop, and gallop.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
1-P-1.3. Demonstrate selected elements of space awareness movement concepts for levels and directions, such as low, medium, high, up/down, forward/backward, right/left, clockwise/counter-clockwise.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
1-P-2: Demonstrates ways to manage body weight in a variety of situations alone or within a group.	
1-P-2.1. Maintain balance on preferred and non-preferred leg in a variety of positions and levels for a minimum of five seconds.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences

1-P-2.2. Walk forward and sideways (feet should not cross) on a two inch line for a distance of ten feet.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
1-P-2.3. Demonstrate climbing up and down steps using alternating feet.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
1-P-2.4. Demonstrate the ability to support body weight while hanging, without feet touching the ground.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
1-P-3: Performs manipulative skills using a variety of equipment in different environmental conditions.	
1-P-3.1. Demonstrate the ability to strike an object using a variety of body parts.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
1-P-3.2. Demonstrate the ability to roll a ball.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
1-P-3.3. Demonstrate the ability to catch a tossed ball using the hands and/or body.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
1-P-3.4. Demonstrate the ability to kick a stationary object.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
1-P-3.5. Demonstrate the ability to throw an object underhand.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
1-P-3.6. Demonstrate the ability to bounce a ball continuously using two hands.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
1-P-4: Performs basic rhythmic skills alone, with a partner, or within a group.	
1-P-4.1. Perform locomotor and non-locomotor movements to a steady beat.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
2: Applies movement concepts and principles to the learning and development of motor skills.	
2-P-1: Integrates other content areas through movement.	
2-P-1.1. Identify parts of the body (e.g. head, knee, shoulder, back, elbow, hips, and ankle).	29. Demonstrates knowledge about self

2-P-1.2. Demonstrate the ability to incorporate language arts, math, social studies, and science concepts through movement activities (e.g., recognition of letters, numbers, animal movements).	29. Demonstrates knowledge about self
2-P-2: Demonstrates and uses a variety of relationships with objects.	
2-P-2.1. Understand and respond appropriately to the terms of over, under, behind, next to, through, right, left, up, down, forward, backward, and in front of using the body and other objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
2-P-2.2. Demonstrate the ability to move directionally upon verbal cue (forward, backward, sideways, around).	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
2-P-3: Identifies fundamental movement patterns.	
2-P-3.1. Recognize the locomotor skills of walk, run, jump, hop, gallop, levels and pathways when demonstrated.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
2-P-3.2. Identify non-locomotor skills of push, pull, bend, twist, stretch, and turn when demonstrated.	5. Demonstrates balancing skills 3 emerging to 4. Experiments with different ways of balancing
2-P-4: Establishes a beginning movement vocabulary.	
2-P-4.1. Demonstrate the ability to follow directions given the following movement vocabulary: slow/fast, forward/backward, sideways, up/down, straight.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
2-P-5: Applies appropriate concepts to performance.	
2-P-5.1. Demonstrate ability to change movement patterns of walk, run, jump, hop and gallop on command.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
3: Exhibits a physically active lifestyle.	
3-P-1: Participates regularly in vigorous activities outside of physical education class.	
3-P-1.1. Participate regularly in a variety of non-structured and minimally organized physical activities outside of physical education class (e.g., at home, recess, before school and after school). Record using teacher/parent log.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

3-P-2: Acknowledges that physical activity is good for personal well-being.	
3-P-2.1. Explain how physical activity can improve one's health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
3-P-3: Experiences and expresses satisfaction from participation in physical activity.	
3-P-3.1. Willingly participate in and attempt new physical activities during free time.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4: Achieves and maintains a health-enhancing level of physical fitness.	
4-P-1: Sustains activity from moderate to vigorous intensity levels while participating in physical activity.	
4-P-1.1. Participate for short periods of time (10 minutes) in moderate to vigorous physical activities that cause increased heart rate and respiration.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4-P-2: Identifies physiological signs of moderate physical activity (e.g., fast heart rate, sweating, increased breathing).	
4-P-2.1. Observe and describe the relationship and immediate effect of physical activity on the heart, respiration, and perspiration.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4-P-3: Demonstrates activities that increase muscular strength and endurance.	
4-P-3.1. Demonstrate sufficient muscular strength by supporting body weight in various activities (bear walk, crab walk, seal walk).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences

4-P-4: Demonstrates moving each joint through a full range of motion.	
4-P-4.1. Demonstrate the ability to correctly perform a variety of teacher-led flexibility activities regularly during physical education.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being 5. Demonstrates balancing skills <ul style="list-style-type: none"> 6. Sustains balance during simple movement experiences
5: Demonstrates responsible personal and social behavior in physical activity settings.	
5-P-1: Demonstrates established protocols with little reinforcement (e.g., playground, classroom, and gymnasium).	
5-P-1.1. Follow rules, directions, and procedures from the instructor with reinforcement.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5-P-2: Acknowledges the importance of being aware of one's surroundings and acting in a safe manner in physical activity settings.	
5-P-2.1. Demonstrate self-discipline and responsibility while actively participating in group, individual and partner activities.	<ul style="list-style-type: none"> 1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-P-3: Works cooperatively (e.g., takes turns, is supportive, assists partner) with another to complete an assigned task.	
5-P-3.1. Cooperate with another student or small group in sharing equipment and space to complete a task.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
5-P-4: Applies the elements of socially acceptable conflict resolution in physical activity settings (e.g., cooperation, sharing, consideration).	
5-P-4.1. Demonstrate the characteristics of sharing and positive interaction during physical activity.	<ul style="list-style-type: none"> 3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways

5-P-4.2. Resolve conflicts with others in socially acceptable ways.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise
6: Demonstrates an understanding and respect for differences among people in physical activity settings.	
6-P-1: Recognizes the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.	
6-P-1.1. Choose partners or playmates without regard to physical differences.	31. Explores change related to familiar people or places
6-P-2: Interacts with others regardless of personal differences (e.g., gender, ethnicity, disability).	
6-P-2.1. Willingly participate with partners or groups in physical education activities regardless of gender, cultural differences, and/or special needs.	2. Establishes and sustains positive relationships 2c. Interacts with peers 8. Interacts cooperatively in groups of four or five children
6-P-3: Demonstrates a willingness to help a fellow student who has difficulty completing a skill.	
6-P-3.1. Demonstrate a willingness to encourage and help others in the physical activity setting through actions and words.	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
7: Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.	
7-P-1: Describes the feelings that result from challenges, successes, and failures in physical activity, alone or in groups.	
7-P-1.1. Communicate likes and dislikes of activities when given an opportunity to share (thumbs up, thumbs down, raising of hands, verbal responses).	29. Demonstrates knowledge about self

7-P-2: Distinguishes feelings about and during physical activity.	
7-P-2.1. Express positive feelings when describing activities.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
7-P-2.2. Develop and demonstrate positive attitudes towards physical activity.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
7-P-3: Displays a willingness to participate in new activities.	
7-P-3.1. Willingly choose new activities in which to participate when given several options.	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
Health Education	
Kindergarten	
1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
1-E-1: Identify that healthy behaviors affect personal health.	
1-E-1.1. Identify major body parts (e.g., stomach, ears, eyes).	29. Demonstrates knowledge about self
1-E-1.2. List personal health behaviors (e.g., hand washing, teeth brushing).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
1-E-1.3. Name a variety of healthy foods.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-1.4. Explain why a variety of foods are necessary for good health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-1.5. Describe why a healthy breakfast is important.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

1-E-1.6. Identify healthy snacks and beverages.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-1.7. List ways to be physically active.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-1.8. Explain the importance of sleep and rest.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-2: Recognize that there are multiple dimensions of health (social, emotional, and physical).	
1-E-2.1. Describe one's own physical characteristics.	29. Demonstrates knowledge about self
1-E-2.2. Review similarities and differences between self and others.	29. Demonstrates knowledge about self
1-E-2.3. State characteristics that make each individual unique.	29. Demonstrates knowledge about self
1-E-2.4. Identify a variety of emotions (e.g., angry vs. sad, happy vs. excited).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
1-E-2.5. Identify appropriate ways to express emotion.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
1-E-3: Identify the prevention and treatment of communicable and non-communicable diseases.	
1-E-3.1. List common illnesses and diseases (e.g., colds, flu, and asthma).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-3.2. Practice ways to prevent diseases and other health problems.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-3.3. Describe germs and why they can be harmful.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

1-E-3.4. Review effective dental and personal hygiene practices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-3.5. Explain why medicines are used for illnesses and diseases such as asthma.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-3.6. Recognize that medicines should only be taken with adult supervision.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-4: Identify risky behaviors and ways to avoid and reduce them.	
1-E-4.1. Describe how to get on and off a school bus safely.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-4.2. Explain how rules at home and school can help keep one safe.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
1-E-4.3. Identify ways injuries can be prevented (e.g., seatbelt, playground, street, water).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
1-E-4.4. Distinguish between appropriate and inappropriate touch.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
2-E-1: Identify how family and culture influence personal health practices and behaviors.	
2-E-1.1. State roles and responsibilities of family members.	29. Demonstrates knowledge about self
2-E-1.2. List ways family can help promote well-being.	29. Demonstrates knowledge about self

2-E-2: Describe how peers influence personal health behaviors.	
2-E-2.1. Review that everyone has unique talents and interests they can share.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
2-E-2.2. Identify how friends can affect health behaviors.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 2. Expresses feelings during a conflict 30. Shows basic understanding of people and how they live
2-E-2.3. State how schools promote good health.	30. Shows basic understanding of people and how they live
2-E-2.4. Discuss the importance of respect and getting along with others.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 7 emerging to 8. Cooperates and shares ideas and materials in socially acceptable ways
2-E-3: Explain how media influence thoughts, feelings and health behaviors.	
2-E-3.1. List examples of media (e.g., television, radio, internet, signs/billboards, advertisements).	30. Shows basic understanding of people and how they live
2-E-3.2. Recognize that not all products advertised or sold are healthy choices.	30. Shows basic understanding of people and how they live
3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
3-E-1: Identify sources of valid health information.	
3-E-1.1. Identify characteristics of a trusted adult at home, school or in the community.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
3-E-1.2. List trusted adults who can help in an emergency situation.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

3-E-2: Demonstrate the ability to locate resources for health-promoting products and services.	
3-E-2.1. Identify people who are sources of valid health information and health-promoting products and services (e.g., trusted adults, doctor, police, teacher).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
3-E-2.2. Discuss how to get help from trusted adults in a health emergency (e.g., dial 911, firefighters, police, teachers, family).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
3-E-3: Explain how media influence the selection of health information, products and services.	
3-E-3.1. Recognize how television programs, websites and magazines/books influence one's health choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
4-E-1: Use effective communication skills.	
4-E-1.1. Speak clearly and directly to express needs and emotions.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
4-E-1.3. Use active listening skills in everyday situations.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
4-E-1.4. Recognize that others have needs and feelings.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 2. Responds appropriately to others' expressions of wants
4-E-2: Demonstrate healthy ways to communicate needs, wants and feelings through verbal and non-verbal communication.	
4-E-2.1. Use effective communication (I-messages) to communicate emotions and needs.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly

4-E-2.2. Use words to identify emotions and communicate needs.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly
4-E-2.3. Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I’m sorry.”	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
4-E-2.4. Tell when to seek help from a trusted adult (e.g., fire, if threatened, crossing the street).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5: Students will demonstrate the ability to use decision-making skills to enhance health.	
5-E-1: Discuss the steps of effective decision-making.	
5-E-1.1. Discuss how to make healthy decisions (choices).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-E-1.2. Demonstrate making simple decisions (choices).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-E-2: Identify situations when a health-related decision is needed.	
5-E-2.1. Recognize choices or decisions that could affect one’s health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-E-2.2. List a range of choices that could affect one’s health (e.g., healthy foods – grow strong, taking medicines – get well, going to bed on time – feel good in the morning).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-E-3: Apply a decision-making process to address personal health issues and problems.	
5-E-3.1. Distinguish between decisions that can be made on one’s own and decisions that require the help of a trusted adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

5-E-4: Demonstrate refusal skills to enhance health.	
5-E-4.1. Recognize that other people can influence choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
5-E-4.2. Review that it is all right to say no to choices that are unsafe or unhealthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
6: Students will demonstrate the ability to use goal setting skills to enhance health.	
6-E-1: Use goal setting to enhance health.	
6-E-1.1. Describe what a goal is.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
6-E-1.2. List healthy goals (e.g., to eat more fruit and veggies, to exercise daily, to brush teeth, to wash hands).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
6-E-1.3. Identify ways that parents and trusted adults can help meet a goal.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
6-E-2: Establish personal health goals and track progress towards achievement.	
6-E-2.1. Create and work toward a simple health enhancing goal (to choose healthy snacks daily, to exercise daily, to play safely and to remain injury free on playground).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
7-E-1: Demonstrate healthy practices and behaviors to maintain or improve personal health.	
7-E-1.1. Identify healthy practices in one's daily routine (e.g., nutrition, fitness, safety, conflict resolution).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
7-E-1.2. Illustrate how healthful behavior choices can help maintain health.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
7-E-2: Demonstrate behaviors that avoid or reduce health risks.	
7-E-2.1. Describe how following rules can help keep one safe.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
7-E-2.2. Practice using effective communication skills to avoid or reduce health risks.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
8: Students will demonstrate the ability to advocate for personal, family and community health.	
8-E-1: Define advocacy.	
8-E-1.1. Review examples of advocacy.	30. Shows basic understanding of people and how they live
8-E-1.2. Tell others how to be healthy.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

8-E-2: Demonstrate the ability to communicate information that promotes positive health choices.	
8-E-2.1. Practice making healthy choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
8-E-3: Encourage peers and family to make positive health choices.	
8-E-3.1. Identify ways to encourage others to make positive health choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
8-E-3.2. Describe positive ways to show care, consideration and concern for others.	30. Shows basic understanding of people and how they live
English Language Arts Transition Year 2012-14	
Prekindergarten	
Reading Literature and Informational Text	
1. Ask and answer simple questions about a story or 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
2. Retell part of a favorite story in sequence (first, next, and last)	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
3. With prompting and support, discuss connection between characters, individuals, and events	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
4. Ask and answer questions about unknown words in a text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

5. Identify the front cover and back cover of a book	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
7. Describe the role of an author and illustrator	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
8. With prompting and support, describe the relationship between illustrations and the story in which they appear	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. With prompting and support, discuss basic similarities and differences in a text including characters, settings, and events	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
10. Demonstrate understanding of text read aloud by participating in a group discussion to predict what a book will be about	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Foundational Reading Skills	
11. Recognize that print is read left to right and top to bottom	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
12. Identify own first name in print	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
13. Isolate individual words in print	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print

14. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation	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
15. Name at least 26 of the 52 letters in isolation (any combination of upper and lower case letters totaling at least 26 is acceptable)	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 7 emerging to 8. Identifies and names all upper- and lowercase letters when presented in random order
16. Manipulate endings of words and nonsense words to make rhyming sounds	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
17. Segment words into syllables using actions	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
18. Orally blend onset and rime in words (onset of the word and the rime of the word)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
19. Identify, pronounce, and manipulate individual sounds in words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
20. Demonstrate appropriate reading behaviors when handling and looking at books with predictable, repetitive text, and simple illustrations	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
Writing	
21. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, oral narration, and/or illustrations	28. Uses tools and other technology to perform tasks
22. Use a variety of writing tools in an appropriate manner showing increasing muscular control	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end

23. Use a combination of writing letters and numbers, dictation, and drawing in response to a text read aloud, or to tell a story about a life experience or event	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
Speaking and Listening	
24. Listen and orally respond to questions about text read aloud or information presented orally or through other media, including music and videos	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
25. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
26. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	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
27. Use words, phrases, and/or sentences to express a complete thought	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Language	
28. Demonstrate knowledge of opposites and positional words	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
29. Use new vocabulary acquired through conversations, activities, stories, or books	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

Kindergarten	
RL.K. Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	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
2. With prompting and support, retell familiar stories, including key details.	18. Comprehends and responds to books and other texts 18c. Retells stories 7 emerging to 8. Retells stories with many details about characters, events, and storylines
3. With prompting and support, identify characters, settings, and major events in a story.	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	
4. Ask and answer questions about unknown words in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
5. Recognize common types of texts (e.g., storybooks, poems).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
6. With prompting and support, name the author and illustrator of a story and define 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
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RI.K. Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	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
2. With prompting and support, identify the main topic and retell key details of a text.	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
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	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
5. Identify the front cover, back cover, and title page of a book.	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

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
8. With prompting and support, identify the reasons an author gives to support points in a text.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
RF.K. Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print.	
a. Follow words from left to right, top to bottom, and page by page.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
b. Recognize that spoken words are represented in written language by specific sequences of letters.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line

c. Understand that words are separated by spaces in print.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
d. Recognize and name all upper- and lowercase letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Recognize and produce rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word
b. Count, pronounce, blend, and segment syllables in spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
c. Blend and segment onsets and rimes of single-syllable spoken words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word

Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 4. Produces the correct sounds for 10–20 letters
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write
Fluency	
4. Read emergent-reader texts with purpose and understanding.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
W.K. Writing	
Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	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

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the 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
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	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
Production and Distribution of Writing	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	2. Establishes and sustains positive relationships 2c. Interacts with peers 7 emerging to 8. Interacts cooperatively in groups of four or five children
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	28. Uses tools and other technology to perform tasks
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
SL.K. Speaking and Listening	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others

b. Continue a conversation through multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	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
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	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
6. Speak audibly and express thoughts, feelings, and ideas clearly.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
L.K. Language	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Print many upper- and lowercase letters.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
b. Use frequently occurring nouns and verbs.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
f. Produce and expand complete sentences in shared language activities.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Capitalize the first word in a sentence and the pronoun I.	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
b. Recognize and name end punctuation.	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
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	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
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	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
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	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

Mathematics Transition Year 2012-14	
Prekindergarten	
Counting and Cardinality	
1. Count by ones to 20	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
2. Count forward from a given number between 1 and 10, and count backward from 5	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
3. Understand that the last number named tells the number of objects 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
4. Identify numerals 0–10	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
5. Count a set of objects from 1-10 and match the correct numeral to the set	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
6. Compare sets of objects using same/different and more/less/fewer	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
7. Identify an object's or person's position as first or last	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers

Operations and Algebraic Thinking	
8. Recognize, copy, and extend patterns	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
9. Use concrete objects to demonstrate simple addition and subtraction	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
10. Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6	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
Measurement and Data	
11. Describe measurable attributes of objects, using comparative words to represent length or weight	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
12. Sort concrete objects by more than one attribute	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
Geometry	
13. Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) using different sizes and in different orientations	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
14. Create or draw shapes using a variety of materials or components	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

Kindergarten	
K.CC. Counting and Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	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
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	20. Uses number concepts and operations 20a. Counts 7 emerging to 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
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality.	
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	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
b. Understand that the last number name said tells the number of objects counted. 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
c. Understand that each successive number name refers to a quantity that is one larger.	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

5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many 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
Compare numbers.	
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	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
7. Compare two numbers between 1 and 10 presented as written numerals.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
K.OA. Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	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
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	20. Uses number concepts and operations 20b. Quantifies 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
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	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
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	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

5. Fluently add and subtract within 5.	20. Uses number concepts and operations 20b. Quantifies 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
K.NBT. Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	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
K.MD. Measurement and Data	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.	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
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape

K.G. Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	<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>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>
2. Correctly name shapes regardless of their orientations or overall size.	<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>
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<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>
Analyze, compare, create, and compose shapes.	
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	<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>
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<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>
6. Compose simple shapes to form larger shapes.	<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>

Social Studies	
Pre-Kindergarten	
History	
1. Students develop an understanding of chronological order during school routines.	
PK.1.1. Demonstrate an awareness of chronological order by using time-related vocabulary	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 31. Explores change related to familiar people or places
PK.1.2. Identify tools used to represent time	28. Uses tools and other technology to perform tasks
2. Students participate in discussions about people, events, and symbols of the past and present.	
PK.2.1. Use various sources to identify similarities/differences between students and their families with those of the past	31. Explores change related to familiar people or places
PK.2.2. Participate in discussions about local, state, and national symbols by using visuals	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
PK.2.3. Participate in discussions about local, state, and national cultural events, celebrations, and holidays	30. Shows basic understanding of people and how they live
PK.2.4. Participate in discussions about people and/or events from the past	31. Explores change related to familiar people or places
Geography	
3. Students develop an awareness of maps, landforms, and weather patterns to recognize the relationship between physical environments, people, places, and cultures.	
PK.3.1. Demonstrate geographic knowledge of the student's community	32. Demonstrates simple geographic knowledge

PK.3.2. Recognize a globe/map as a representation of the earth	32. Demonstrates simple geographic knowledge
PK.3.3. Create maps and dictate information to explain map content	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 32. Demonstrates simple geographic knowledge
PK.3.4. Use positional words to indicate directions	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 32. Demonstrates simple geographic knowledge
PK.3.5. Create representations of landforms, roads, and communities through play activities	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 32. Demonstrates simple geographic knowledge
PK.3.6. Recognize the effects of weather on daily choices and planning	27. Demonstrates knowledge of Earth's environment
PK.3.7. Explore music, dance, dress, foods, and traditions of various cultures through play activities	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge
PK.3.8. Describe shelters/homes in various geographic regions	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge
PK.3.9. Demonstrate care of the environment	27. Demonstrates knowledge of Earth's environment

Civics	
4. Students develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
PK.4.1. Recognize their responsibility as a member of a family and classroom	30. Shows basic understanding of people and how they live
PK.4.2. Participate in conversations about the importance of rules/consequences	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
PK.4.3. Identify workers and their roles as citizens within the community	30. Shows basic understanding of people and how they live
Economics	
5. Students demonstrate an awareness of basic economic concepts.	
PK.5.1. Demonstrate awareness of the purpose of money through play activities	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
PK.5.2. Demonstrate the role of buyers and sellers in play activities	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
PK.5.3. Participate in conversations about wants and needs	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges

Kindergarten	
History	
1. Students apply a sense of time in daily routines within their community.	
K.1.1. Order events that take place in a sequence using appropriate vocabulary	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 31. Explores change related to familiar people or places
K.1.2. Describe the function of tools used for representing time	28. Uses tools and other technology to perform tasks
2. Students distinguish between events, people, and symbols in the past and present.	
K.2.1. Compare and contrast children and families of today with those in the past using various sources	31. Explores change related to familiar people or places
K.2.2. Identify symbols of local, state, and national importance using various sources	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols
K.2.3. Identify local, state, and national celebrations, holidays, and events using various sources	30. Shows basic understanding of people and how they live
K.2.4. Recall facts about people of the past and present	30. Shows basic understanding of people and how they live

Geography	
3. Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations.	
K.3.1. Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary	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 32. Demonstrates simple geographic knowledge
K.3.2. Identify maps and globes as a representation of the earth and recognize the difference between land and water	32. Demonstrates simple geographic knowledge
K.3.3. Demonstrate geographic knowledge of places within the school and community	32. Demonstrates simple geographic knowledge
K.3.4. Illustrate basic landforms	32. Demonstrates simple geographic knowledge
K.3.5. Construct maps of familiar locations	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 32. Demonstrates simple geographic knowledge
K.3.6. Describe how weather affects daily choices	27. Demonstrates knowledge of Earth's environment
K.3.7. Describe how people live differently in other places using various sources	30. Shows basic understanding of people and how they live
K.3.8. Identify natural resources as being renewable/non-renewable or recyclable	27. Demonstrates knowledge of Earth's environment

K.3.9. Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge
Civics	
4. Students understand how to participate and use effective citizenship skills at home, in school, and in the community.	
K.4.1. Identify individuals in a position of authority within a family, school, or community and their responsibilities	30. Shows basic understanding of people and how they live
K.4.2. Explain the importance of rules at home, class, and school	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
K.4.3. Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school	30. Shows basic understanding of people and how they live
Economics	
5. Students develop an understanding of economic concepts and develop decision-making skills.	
K.5.1. Identify wants and basic needs	30. Shows basic understanding of people and how they live
K.5.2. Explore the concept of saving	30. Shows basic understanding of people and how they live
K.5.3. Discuss the concept of scarcity within classroom situations	30. Shows basic understanding of people and how they live
K.5.4. Explore concepts of goods/services	30. Shows basic understanding of people and how they live
K.5.5. Describe jobs that people do to earn money	30. Shows basic understanding of people and how they live
K.5.6. Explain how products get from a point of origin to consumers	30. Shows basic understanding of people and how they live
K.5.7. Describe a voluntary exchange/trade	30. Shows basic understanding of people and how they live