



Alignment of

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

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
New York State Prekindergarten Foundation for the Common Core**

This document aligns the content in the *New York State Prekindergarten Foundation for the Common Core* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

New York State Education Department. (2011). *New York state prekindergarten foundation for the Common Core*. Albany: NY: Author. Retrieved April 30, 2013 from [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

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

<b>Approaches to Learning</b>	
<b>Prekindergarten</b>	
<b>Engagement</b>	
<b>1. Actively and confidently engages in play as a means of exploration and learning.</b>	
a). Interacts with a variety of materials through play.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b). Participates in multiple play activities with same material.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
c). Engages in pretend and imaginative play – testing theories, acting out imagination.	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
d). Self-selects play activity and demonstrates spontaneity.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
e). Uses “trial and error” method to figure out a task, problem, etc.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
f). Demonstrates awareness of connections between prior and new knowledge.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>2. Actively engages in problem solving.</b>	
a). Identifies a problem and tries to solve it independently.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

b). Attempts multiple ways to solve a problem.	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
c). Communicates more than one solution to a problem.	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
d). Engages with peers and adults to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
<b>Creativity and Imagination</b>	
<b>3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</b>	
a). Chooses materials/props and uses novel ways to represent ideas, characters, and objects.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks  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
b). Identifies additional materials to complete a task.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
c). Experiments to further his/her knowledge.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
d). Seeks additional clarity to further his/her knowledge.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

e). Seeks out connections, relations and assistance from peers and adults to complete a task.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
f). Communicates more than one solution to a problem.	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
<b>Curiosity and Initiative</b>	
<b>4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</b>	
a). Asks questions using who, what, how, why, when, where, what if.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b). Expresses an interest in learning about and discussing a growing range of ideas.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
c). Actively explores how things in the world work.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
d). Investigates areas of interest.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
e). Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
f). Seeks out activities and materials that support his/her curiosity.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
g). Willingly engages in new experiences and activities.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments

<b>Persistence</b>	
<b>5. Demonstrates persistence.</b>	
a). Maintains focus on a task.	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
b). Seeks assistance when the next step seems unclear or appears too difficult.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
c). Modifies strategies used to complete a task.	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
<b>Physical Development and Health</b>	
<b>Prekindergarten</b>	
<b>Physical Development</b>	
<b>1. Uses senses to assist and guide learning.</b>	
a). Identifies sights, smells, sounds, tastes and textures.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b). Compares and contrasts different sights, smells, sounds, tastes, and textures.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
c). Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

<b>2. Uses sensory information to plan and carry out movements.</b>	
a). Demonstrates appropriate body awareness when moving in different spaces.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  29. Demonstrates knowledge about self
b). Exhibits appropriate body movements when carrying out a task.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
c). Demonstrates awareness of spatial boundaries and the ability to work within them.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>3. Demonstrates coordination and control of large muscles.</b>	
a). Displays an upright posture when standing or seated.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
b). Maintains balance during sitting, standing, and movement activities.	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
c). Runs, jumps, walks in a straight line, and hops on one foot.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
d). Climbs stairs using alternating feet.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
e). Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
<b>4. Combines a sequence of large motor skills with and without the use of equipment.</b>	
a). Navigates age appropriate playground equipment.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
b). Peddles a tricycle.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

c). Throws, catches or kicks a large, light-weight ball (8" - 10").	6. Demonstrates gross-motor manipulative skills 7 emerging to 8. Manipulates balls or similar objects with a full range of motion
d). Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
<b>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</b>	
a). Uses pincher grasp (index finger and thumb).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
b). Demonstrates ability to engage in finger plays.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
c). Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
d). Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements
e). Uses buttons, zippers, snaps, and hook and loop tape successfully.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements



<b>Physical Fitness</b>	
<b>6. Engages in a variety of physical fitness activities.</b>	
a). Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	<p>4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
b). Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
c). Participates in activities designed to strengthen major muscle groups.	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>

<p>d). Participates in activities to promote balance and flexibility.</p>	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>Health and Well Being</b></p>	
<p><b>7. Demonstrates personal care and hygiene skills.</b></p>	
<p>a). Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>b). Exhibits self help skills when dressing, cleaning up, participating in meals, etc.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>c). Recognizes and communicates when experiencing symptoms of illness.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p><b>8. Demonstrates awareness and understanding of healthy habits.</b></p>	
<p>a). Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>b). Talks about food choices in relationship to allergies and overall health.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>c). Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being</p>
<p>d). Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.</p>	<p>30. Shows basic understanding of people and how they live</p>

<b>Health and Safety</b>	
<b>9. Demonstrates awareness and understanding of safety rules.</b>	
a). Verbalizes and demonstrates safety rules such as holding an adult’s hand when walking on sidewalks or near a street.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b). Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c). Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
d). Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
e). Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
f). Explains how to get help in emergency situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations

<b>Social and Emotional Development</b>	
<b>Prekindergarten</b>	
<b>Self Concept and Self Awareness</b>	
<b>1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</b>	
a). Describes himself/herself using several different characteristics.	29. Demonstrates knowledge about self
b). Identifies self as being part of a family and identifies being connected to at least one significant adult.	29. Demonstrates knowledge about self
c). Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	29. Demonstrates knowledge about self
d). Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
e). Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	29. Demonstrates knowledge about self  30. Shows basic understanding of people and how they live
f). Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
g). Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
<b>Self Regulation</b>	
<b>2. Regulates his/her responses to needs, feelings and events.</b>	
a). Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
b). Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately

c). Demonstrates an ability to independently modify his/her behavior in different situations.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
<b>Relationships with Others</b>	
<b>3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</b>	
a). Interacts with significant adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
b). Seeks guidance from primary caregivers, teachers and other familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
c). Transitions into unfamiliar setting with the assistance of familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
<b>4. Develops positive relationships with their peers.</b>	
a). Approaches children already engaged in play.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
b). Interacts with other children (e.g., in play, conversation, etc.).	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
c). Shares materials and toys with other children.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
d). Sustains interactions by cooperating, helping, and suggesting new ideas for play.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

e). Develops close friendship with one or more peers.	2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while
f). Offers support to another child or shows concern when a peer seems distressed.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
<b>5. Demonstrates pro-social problem solving skills in social interactions.</b>	
a). Seeks input from others about a problem.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
b). Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
c). Uses and accepts compromise, with assistance.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
<b>Accountability</b>	
<b>6. Understands and follows routines and rules.</b>	
a). Displays an understanding of the purpose of rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b). Engages easily in routine activities (e.g., story time, snack time, circle time).	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c). Uses materials purposefully, safely and respectfully as set by group rules.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

d). With assistance, understands that breaking rules have a consequence.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
e). Applies rules in new, but similar situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
f). Demonstrates the ability to create new rules for different situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
<b>Adaptability</b>	
<b>7. Adapts to change.</b>	
a). Easily separates himself/herself from parent or caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
b). Transitions with minimal support between routine activities and new/unexpected occurrences.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c). Adjusts behavior as appropriate for different settings and /or events.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
d). Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person

<b>Communication Language and Literacy</b>	
<b>Prekindergarten</b>	
<b>A.: Approaches to Communication</b>	
<b>Motivation</b>	
<b>1. Demonstrate that they are motivated to communicate.</b>	
a). Participates in small or large group activities for story telling, singing or finger plays.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
b). Asks questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
c). Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
d). Initiates conversations, both verbally and nonverbally, about things around them.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
e). Nods or gives non verbal cues that he is understanding.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
f). Maintains eye contact when trying to interact with a peer or adult.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
g). Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items



<b>Background Knowledge</b>	
<b>2. Demonstrates he/she is building background knowledge.</b>	
a). Asks questions related to a particular item, event or experience.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b). Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
c). Uses new vocabulary correctly.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
d). Makes comparisons to words and concepts already known.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Viewing</b>	
<b>3. Demonstrates that he/she understand what they observe.</b>	
a). Uses vocabulary relevant to observations.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
b). Identifies emotions by observing faces in pictures and faces of peers and adults.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately

c). Asks questions related to visual text and observations.	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
d). Makes inferences and draws conclusions based on information from visual 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
e). Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation
<b>Representing</b>	
<b>4. Demonstrates his/her ability to express ideas using a variety of methods.</b>	
a). Uses facial expressions, body language, gestures, and sign language to express ideas.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
b). Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).	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
c). Uses visual media to represent an actual experience.	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
d). Reviews and reflects on his/her own representations.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
e). Writes and draws spontaneously to communicate meaning with peers or adults during play.	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

<b>Vocabulary</b>	
<b>5. Demonstrates a growing receptive vocabulary.</b>	
a). Understands and follows spoken directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 5 emerging to 6. Follows directions of two or more steps that relate to familiar objects and experiences
b). Identifies pictures related to words (show me the white dog).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
c). Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
d). Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>6. Demonstrates a growing expressive vocabulary.</b>	
a). Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	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
b). Uses more complex words in conversation.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
c). Makes use of new and rare words introduced by adults or peers.	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
d). Correctly names picture when asked, “What is this?”	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted

e). Begins to use appropriate volume and speed so spoken message is understood.	9. Uses language to express thoughts and needs 9b. Speaks clearly 5 emerging to 6. Is understood by most people; may mispronounce new, long, or unusual words
f). Initiates conversations about a book, situation, event or print in the environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
<b>B.: English Language Arts and Literacy</b>	
<b>Reading for Literature</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer about detail(s) 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.	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts
3. With prompting and support, ask and answer questions about characters 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
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes

<p>6. With prompting and support, can describe the role of an author and illustrator.</p>	<p>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</p>
<b>Integration and Knowledge of Ideas</b>	
<p>7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p>	<p>18. Comprehends and responds to books and other texts                      18b. Uses emergent reading skills                      3 emerging to 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
<p>9. With prompting and support, students will compare and contrast two stories relating to the same topic.</p>	<p>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</p>
<b>9. With prompting and support, students will compare and contrast two stories relating to the same topic.</b>	
<p>a). With prompting and support, students will make cultural connections to text and self.</p>	<p>30. Shows basic understanding of people and how they live</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p>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</p>
<b>Responding to Literature</b>	
<p>11. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p>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</p>

<b>Reading for Informational Text</b>	
<b>Key Ideas and Details</b>	
1. With prompting and support, ask and answer questions about 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 detail(s) in a text.	18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as prompts
3. With prompting and support, describe the connection between two events or pieces of information in 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
<b>Craft and Structure</b>	
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.	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. With prompting and support, can 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
<b>Integration and Knowledge of Ideas</b>	
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

9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., 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
<b>Range of Reading and Level of Text Complexity</b>	
10. With prompting and support, 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 3 emerging to 4. Asks and answers questions about the text; refers to pictures
<b>Reading: Foundational Skills</b>	
<b>Print Concepts</b>	
<b>1. Demonstrate understanding of the organization and basic features of print.</b>	
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 4. Indicates where to start reading and the direction to follow
b). Recognize that spoken words are represented in written language by specific sequences of letters.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
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 some upper /lowercase letters of the alphabet, especially those in own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
e). Recognize that letters are grouped to form words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds

<p>f). Differentiate letters from numerals.</p>	<p>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</p> <p>20. Uses number concepts and operations                      20c. Connects numerals with their quantities                      2. Recognizes and names a few numerals</p>
<p><b>Phonological Awareness</b></p>	
<p><b>2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</b></p>	
<p>a). Engage in language play (e.g., alliterative language, rhyming, sound patterns).</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                      2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>b). Recognize and match words that rhyme.</p>	<p>15. Demonstrates phonological awareness                      15a. Notices and discriminates rhyme                      6. Decides whether two words rhyme</p>
<p>c). Demonstrate awareness of relationship between sounds and letters.</p>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter–sound knowledge                      2. Identifies the sounds of a few letters</p>
<p>d). With support and prompting, isolate and pronounce the initial sounds in words.</p>	<p>15. Demonstrates phonological awareness                      15b. Notices and discriminates alliteration                      3 emerging to 4. Shows awareness that some words begin the same way</p>
<p><b>Phonics and Word Recognition</b></p>	
<p><b>3. Demonstrate emergent phonics and word analysis skills.</b></p>	
<p>a). With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>16. Demonstrates knowledge of the alphabet                      16b. Uses letter–sound knowledge                      3 emerging to 4. Produces the correct sounds for 10–20 letters</p>
<p>b). Recognizes own name and common signs and labels in the environment.</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                      2. Shows understanding that text is meaningful and can be read</p>



<b>Fluency</b>	
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
<b>Writing</b>	
<b>Text Types and Purposes</b>	
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 3 emerging to 4. Draws or constructs, and then identifies what it is
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 7 emerging to 8. Tells elaborate stories that refer to other times and places  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  19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling

<b>Production and Distribution of Writing</b>	
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached  11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	28. Uses tools and other technology to perform tasks
<b>Research to Build and Present Knowledge</b>	
7. With guidance and support, 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 7 emerging to 8. Uses a variety of resources to find answers to questions
8. With guidance and support, 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
<b>Responding to Literature</b>	
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 5 emerging to 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>1. With guidance and support, participate in collaborative conversations with diverse partners about pre- kindergarten topics and texts with peers and adults in small and large groups.</b>	
a). Engage in 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 7 emerging to 8. Uses acceptable language and social rules during communication with others
b). Engage in extended conversations.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
c). Communicate with individuals from different cultural backgrounds.	30. Shows basic understanding of people and how they live
2. With guidance and support, 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.	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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
<b>Presentation of Knowledge and Ideas</b>	
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 5 emerging to 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. Demonstrate an emergent ability to express thoughts, feelings and ideas.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items

<b>Language</b>	
<b>Conventions of Standard English</b>	
<b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
a). Print some upper- and lower-case letters (e.g., letters in their name).	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                      5 emerging to 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      5 emerging to 6. Late invented spelling</p>
b). Use frequently occurring nouns and verbs (orally).	<p>9. Uses language to express thoughts and needs                      9c. Uses conventional grammar                      7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>
c). With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	<p>9. Uses language to express thoughts and needs                      9c. Uses conventional grammar                      7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>
d). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      6. Describes and tells the use of many familiar items</p>
e). In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<p>9. Uses language to express thoughts and needs                      9c. Uses conventional grammar                      6. Uses complete, four- to six-word sentences</p>
f). With guidance and support, produce and expand complete sentences in shared language activities.	<p>9. Uses language to express thoughts and needs                      9c. Uses conventional grammar                      7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>

<p><b>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p>	
<p>a). Capitalize the first letter in their name.</p>	<p>19. Demonstrates emergent writing skills                      19a. Writes name                      6. Accurate name</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      5 emerging to 6. Late invented spelling</p>
<p>b). Attempt to write a letter or letters to represent a word.</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      5. Early invented spelling</p>
<p>c). With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                      5 emerging to 6. Late invented spelling</p>
<p><b>Knowledge of Language</b></p>	
<p>3. Use knowledge of language and how language functions in different contexts.</p>	<p>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</p>
<p><b>Vocabulary Acquisition and Use</b></p>	
<p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.</b></p>	
<p>a). Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>9. Uses language to express thoughts and needs                      9a. Uses an expanding expressive vocabulary                      7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>

<b>5. With guidance and support, explore word relationships and nuances in word meanings.</b>	
a). Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
b). Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 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).	8. Listens to and understands increasingly complex language 8a. Comprehends language 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories
6. With prompting and support, 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 5 emerging to 6. Describes and tells the use of many familiar items
<b>Cognition and Knowledge of the World</b>	
<b>Prekindergarten</b>	
<b>Mathematics</b>	
<b>Mathematical Practices</b>	
a. Make sense of problems and persevere in solving them.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful  11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
b. Reason abstractly and quantitatively.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

d. Model with mathematics.	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
e. Use appropriate tools strategically.	28. Uses tools and other technology to perform tasks
<b>Counting and Cardinality</b>	
<b>Know number names and the count sequence</b>	
1. Count 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. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	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
<b>Count to Tell the Number of Objects</b>	
<b>3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</b>	
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.	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). Regardless of their arrangement or the order in which they were counted.	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

d). Understand that each successive number name refers to a quantity that is one larger.	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
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, 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
<b>Compare Numbers</b>	
5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 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
6. Identify “first” and “last” related to order or position.	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
<b>Operations and Algebraic Thinking</b>	
<b>Understand addition as adding to, and understand subtraction as taking from.</b>	
1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	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
<b>Understand simple patterns.</b>	
2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns



<b>Measurement and Data</b>	
<b>Describe and compare measurable attributes.</b>	
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	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
<b>Sort objects and count the number of objects in each category.</b>	
2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  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>Geometry</b>	
<b>Identify and describe shapes (squares, circles, triangles, rectangles).</b>	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	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  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
2. Correctly name shapes regardless of size.	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

<b>Analyze, compare, and sort objects.</b>	
1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape  22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
2. Create and build shapes from components (e.g., sticks and clay balls).	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
<b>Science</b>	
<b>Scientific Thinking</b>	
<b>1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</b>	
a). Uses senses to gather, explore, and interpret information.	24. Uses scientific inquiry skills
b). Manipulates and observes objects in his or her surroundings to develop conclusions.	24. Uses scientific inquiry skills
c). Makes observations and describes changes in objects, living things, and natural events in the environment.	27. Demonstrates knowledge of Earth’s environment
d). Organizes his or her observations of objects and events by identifying, classifying, etc.	24. Uses scientific inquiry skills
e). Asks “why,” “how,” and “what if” questions and seeks answers through experimentation and investigation.	24. Uses scientific inquiry skills

f). Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 24. Uses scientific inquiry skills
<b>2. Tests predictions through exploration and experimentation.</b>	
a). Gives oral, written or graphic explanations of what he/she wants to learn.	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
b). Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
c). Replicates or changes the experimental approach.	24. Uses scientific inquiry skills
d). Records and organizes data using graphs, charts, science journals, or other means of recording.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
<b>3. Generates explanations and communicates conclusions regarding experiments and explorations.</b>	
a). Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.	24. Uses scientific inquiry skills
b). Identifies cause and effect relationships.	24. Uses scientific inquiry skills
c). Verifies predictions by explaining “how” and “why.”	24. Uses scientific inquiry skills
d). Makes age appropriate, logical conclusions about investigations.	24. Uses scientific inquiry skills
e). Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	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

<b>Earth and Space</b>	
<b>4. Observes and describes characteristics of earth and space.</b>	
a). Investigates and identifies properties of soil, rocks, and minerals.	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
b). Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	26. Demonstrates knowledge of the physical properties of objects and materials
c). Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	27. Demonstrates knowledge of Earth's environment
d). Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	27. Demonstrates knowledge of Earth's environment
e). Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	27. Demonstrates knowledge of Earth's environment
f). Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	27. Demonstrates knowledge of Earth's environment
<b>Living Things</b>	
<b>5. Observes and describes characteristics of living things.</b>	
a). Observes and discusses similarities, differences, and categories of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
b). Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	25. Demonstrates knowledge of the characteristics of living things
c). Explains why plants and animals need water and food.	25. Demonstrates knowledge of the characteristics of living things
d). Observes and discusses similarities, differences, and categories of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
e). Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.	25. Demonstrates knowledge of the characteristics of living things

f). Explains why plants and animals need water and food.	25. Demonstrates knowledge of the characteristics of living things
g). Describes simple life cycles of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
h). Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)	25. Demonstrates knowledge of the characteristics of living things
i). Recognizes that plants and animals have some characteristics of their “parents.”	25. Demonstrates knowledge of the characteristics of living things
j). Observes, describes, and compares the habitats of plants and animals.	25. Demonstrates knowledge of the characteristics of living things
k). Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols 25. Demonstrates knowledge of the characteristics of living things
<b>Physical Properties</b>	
<b>6. Acquires knowledge about the physical properties of the world.</b>	
a). Describes, compares, and categorizes objects based on their properties.	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
b). Uses senses to explore different environments (classroom, playground, field trips).	24. Uses scientific inquiry skills
c). Recognizes and describes the effect of his/her own actions on objects.	24. Uses scientific inquiry skills
d). Describes tools and their specific functions (e.g., hammer for pounding nails).	28. Uses tools and other technology to perform tasks
e). Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	28. Uses tools and other technology to perform tasks
f). Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)	26. Demonstrates knowledge of the physical properties of objects and materials

g). Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	26. Demonstrates knowledge of the physical properties of objects and materials
h). Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	26. Demonstrates knowledge of the physical properties of objects and materials
<b>Social Studies</b>	
<b>Geography</b>	
<b>1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</b>	
a). Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	29. Demonstrates knowledge about self
b). Describes how each person is unique and important.	30. Shows basic understanding of people and how they live
c). Identifies family members, family characteristics and functions.	29. Demonstrates knowledge about self
d). Identifies as a member of a family.	29. Demonstrates knowledge about self
e). States how families are similar and different.	30. Shows basic understanding of people and how they live
f). Describes his own community and/or cultural group.	29. Demonstrates knowledge about self
g). Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	30. Shows basic understanding of people and how they live
h). Recognizes some community workers and describes what they do.	30. Shows basic understanding of people and how they live
<b>2. Demonstrates awareness and appreciation of their own culture and other cultures.</b>	
a). Talks about and/or shows items related to his/her family and cultural traditions to others.	29. Demonstrates knowledge about self
b). Questions why and/or how people are similar/different.	30. Shows basic understanding of people and how they live
c). Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	30. Shows basic understanding of people and how they live
d). Demonstrates an understanding of similarities and differences between and among individual people and families.	30. Shows basic understanding of people and how they live

<b>3. Demonstrates knowledge of the relationship between people, places, and regions.</b>	
a). Identifies features of own home and familiar places.	29. Demonstrates knowledge about self 32. Demonstrates simple geographic knowledge
b). Names the street, neighborhood, city or and town where he/she lives.	29. Demonstrates knowledge about self
c). Uses words that indicate direction, position and relative distance.	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
d). Describes topographical features of familiar places (hill, river, roads, mountains, etc.).	32. Demonstrates simple geographic knowledge
e). Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.	32. Demonstrates simple geographic knowledge
f). Is aware of his/her surroundings.	32. Demonstrates simple geographic knowledge
<b>History</b>	
<b>4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</b>	
a). Identifies routines and common occurrences in his/her life.	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
b). Identifies changes over time in him/herself, his/her families, and in his/her wider community.	31. Explores change related to familiar people or places
c). Retells important events in sequential order.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

d). Demonstrates interest in current events that relate to family, culture, and community.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
e). Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 31. Explores change related to familiar people or places
<b>Civics, Citizenship and Government</b>	
<b>5. Demonstrate an understanding of roles, rights, and responsibilities.</b>	
a). Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors 30. Shows basic understanding of people and how they live
b). Expresses that rules are for everyone.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c). Identifies rules that protect him/herself and others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
d). Explains that rules affect children and adults.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
e). Describes possible consequences when rules are not followed.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders



<b>6. Begins to learn the basic civic and democratic principles.</b>	
a). Participates in making group rules and/or rules for daily routines and transitions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b). Follows rules and may remind others of the rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
c). Applies the skills of communication, cooperation, respect and empathy with others.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
d). Demonstrates preferences and choices by participating when the class votes to make simple decisions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Economics</b>	
<b>7. Develops a basic understanding of economic concepts within a community.</b>	
a). Demonstrates an understanding that money is needed to exchange for some goods and services.	30. Shows basic understanding of people and how they live
b). Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	30. Shows basic understanding of people and how they live
c). Recognizes the roles/contributions of community workers as they produce goods/services that people need.	30. Shows basic understanding of people and how they live
d). Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	30. Shows basic understanding of people and how they live

<b>Career Development</b>	
<b>8. Demonstrates interest and awareness about a wide variety of careers and work environments.</b>	
a). Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”	30. Shows basic understanding of people and how they live
b). Recognizes that people depend on “community helpers” to provide goods and services.	30. Shows basic understanding of people and how they live
c). Identifies the tools and equipment that correspond to various roles and jobs.	30. Shows basic understanding of people and how they live
d). Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors  30. Shows basic understanding of people and how they live
e). Indicates an interest in a future career by making statements like, “I want to be a firefighter when I grow up.”	30. Shows basic understanding of people and how they live
f). Talks about a parent’s, a relative’s or a neighbor’s job.	30. Shows basic understanding of people and how they live
<b>The Arts</b>	
<b>Visual Arts</b>	
<b>1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.</b>	
a). Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	33. Explores the visual arts
b). Shows an interest in what can be created with tools, texture, color and technique.	28. Uses tools and other technology to perform tasks
c). Uses materials to build and create “pieces” that represent another item (blocks become a castle; clay becomes a snake).	33. Explores the visual arts
d). Chooses materials and subjects with intent and purpose.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

e). Paints, draws and constructs models based on observations.	33. Explores the visual arts
<b>2. Responds and react to visual arts created by themselves and others.</b>	
a). Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	33. Explores the visual arts
b). Identifies similarities and differences among samples of visual art.	33. Explores the visual arts
c). Shares opinions about visual arts, creations, and experiences.	33. Explores the visual arts
<b>Music</b>	
<b>3. Expresses oneself by engaging in musical activities.</b>	
a). Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.	34. Explores musical concepts and expression
b). Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	34. Explores musical concepts and expression
c). Engages in music activities having different moods, tempos, and rhythms.	34. Explores musical concepts and expression
d). Uses and explores traditional and non-traditional sound sources including those that are electronic.	34. Explores musical concepts and expression
e). Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	34. Explores musical concepts and expression
<b>4. Responds and reacts during musical activities.</b>	
a). Observes a variety of musical performances, both vocal and instrumental.	34. Explores musical concepts and expression
b). Moves and keeps rhythm to different kinds of music.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
c). Reacts to music through oral, written or visual expression.	34. Explores musical concepts and expression
d). Compares and contrasts different samples of music.	34. Explores musical concepts and expression

e). Expresses his/her preference for certain kinds of music.	29. Demonstrates knowledge about self 34. Explores musical concepts and expression
f). Repeats, responds and/or reacts to lyrics and/or melodies.	34. Explores musical concepts and expression
<b>Theatre/Dramatic Play</b>	
<b>5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</b>	
a). Represents fantasy, real-life, imagination, and literature through dramatic play.	36. Explores drama through actions and language
b). Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	36. Explores drama through actions and language
c). Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	36. Explores drama through actions and language
d). Uses basic props, and costume pieces to establish time, setting, and character.	36. Explores drama through actions and language
<b>6. Responds and reacts to theater and drama presentations.</b>	
a). Demonstrates age-appropriate behavior when observing theatre and drama.	36. Explores drama through actions and language
b). Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.	36. Explores drama through actions and language
<b>Dance/Creative Movement</b>	
<b>7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.</b>	
a). Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	35. Explores dance and movement concepts
b). Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	35. Explores dance and movement concepts
c). Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).	35. Explores dance and movement concepts

d). Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.	35. Explores dance and movement concepts
e). Demonstrates a wide variety of movements and positions.	35. Explores dance and movement concepts
f). Learns simple, repetitive dance steps and routines.	35. Explores dance and movement concepts
g). Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	35. Explores dance and movement concepts
<b>8. Responds and reacts to dance and creative movement.</b>	
a). Imitates parts of dance or movement activity that he/she enjoys.	35. Explores dance and movement concepts
b). Compares and contrasts different forms of dance.	35. Explores dance and movement concepts
c). Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	36. Explores drama through actions and language
d). Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
<b>Cultural Differences</b>	
<b>9. Expresses an understanding of artistic difference among cultures.</b>	
a). Compares his/her artistic creations with those from other cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
b). Describes similarities and differences in dance and creative movements from other cultures.	30. Shows basic understanding of people and how they live 35. Explores dance and movement concepts

c). Distinguishes between different sounds of music and types of instruments from other cultures.	30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression
d). Discusses dances and dramatizations from various cultures.	30. Shows basic understanding of people and how they live 35. Explores dance and movement concepts 36. Explores drama through actions and language
<b>Technology</b>	
<b>Foundations to Technology</b>	
<b>1. Describes types of materials and how they're used.</b>	
a). Discusses or describes characteristics of materials in the environment.	26. Demonstrates knowledge of the physical properties of objects and materials
b). Explains some uses for materials, e.g., wood, fur, plastic.	26. Demonstrates knowledge of the physical properties of objects and materials
c). Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	26. Demonstrates knowledge of the physical properties of objects and materials
<b>2. Explores and uses various types of tools appropriately.</b>	
a). Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	28. Uses tools and other technology to perform tasks
b). Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).	28. Uses tools and other technology to perform tasks
c). Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	28. Uses tools and other technology to perform tasks
d). Uses common tools to create simple objects or structures.	28. Uses tools and other technology to perform tasks
e). Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	28. Uses tools and other technology to perform tasks

<b>3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.</b>	
a). Identifies examples of technology used in daily life (e.g., telephone, computers, car).	28. Uses tools and other technology to perform tasks
b). Describes how technology can make finding information, completing tasks and solving problems faster and easier.	28. Uses tools and other technology to perform tasks
c). Identifies examples of how technology affects the environment, including home and school environments.	28. Uses tools and other technology to perform tasks
<b>Using Technology</b>	
<b>4. Understands the operation of technology systems.</b>	
a). Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	28. Uses tools and other technology to perform tasks
b). Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items  28. Uses tools and other technology to perform tasks
c). Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	28. Uses tools and other technology to perform tasks
<b>5. Uses the knowledge of technology to increase learning.</b>	
a). Uses computer to write, draw and explore concepts.	28. Uses tools and other technology to perform tasks
b). Learns basic skills by using age appropriate computer programs.	28. Uses tools and other technology to perform tasks
c). Uses technology tools independently (e.g., instructional media games, digital cameras).	28. Uses tools and other technology to perform tasks